

# Social Studies Curriculum

## Lesson Plans Class-V

*Author*  
*Shaista Shahid*

For  
Agahi Schools



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## **Curriculum for Class-5**

### **Introduction**

In class 5 students' build on the concepts, generalizations, and skills developed in class 4 NWFP study as they extend their focus to Pakistan. they will learn about people and physical environments of the country. As they examine social, economic, and political Institutions they will discover the constraints and limitations of the Institutions. Through the study of time students will establish a Chronology of critical events and turning points in the various time periods of the history of Pakistan. It is not the intent that students study the historical events in depth. The curriculum is set to teach the foundations of our nation and to examine the impact of people and places on the emergence of the culture and history of Pakistan. Character and life skills will help students understand Citizenship, right and responsibilities. Using mapping skills students will grow and label maps of Pakistan and will make connections with the neighboring countries

### **Competency Goals**

- The learner will analyze the characteristics of the people of Pakistan  
The learner will locate major physical features and suggest the influence of location on life in Pakistan  
The learner will assess the significance of physical and cultural characteristics of the Country
- The learner will evaluate ways the people of Pakistan have modified and adapted the physical environment
- The learner will evaluate the significance of the movement of people, goods, and ideas from place to place
- The learner will analyze the effectiveness of Government agencies and political Institutions in Pakistan
- The learner will evaluate how the people of Pakistan use economic resources to satisfy their wants and needs
- the learner will assess changes in ways of living over time and investigate why and how these changes occur
- The learner will trace developments in Pakistan history and describe their impact on the lives of people today.

### **Skills**

- The learner will acquire information from a variety of sources, use of maps, historical records, pictures, paintings, and student generated questions to create a data retrieval chart comparing geographic features, economic activities, food, clothing, crafts and rituals of the Pakistan.
- Create a Venn diagram or other graphic organizers to compare similarities and differences between provinces of Pakistan.
- Create collages or Bulletin Board displays depicting examples of cultural transmission and cultural interaction.

# **Social Studies Class-V**

Concept	Content	Activity
1. People and their influence on the Community.	<p>Personalities of the past , who have played an important role in the making of Pakistan.</p> <ul style="list-style-type: none"> <li>- Prophet Mohammad (peace be upon him )</li> <li>- Hazrat AbuBakar Sidiq</li> <li>- Hazrat Omert Farooq</li> <li>- Hazrat Usman Ghani</li> <li>- Sayed Ahmad Shaheed Baralvi</li> <li>- Malik Khuda Baksh</li> <li>- Quaid -e -Azam</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The students will collect material about these personalities from sources other than the book.</li> <li>&gt; The contributions of religious scholars will be identified in the light of their activities in the sub -continent.</li> <li>&gt; visit to local Museums for studying the local personalities should be under taken.</li> <li>&gt; Senior people from the community may be invited to talk about the famous people and their contributions in the local area.</li> <li>&gt; Since the personalities are from different periods of time the teacher has to deal with them specifically and their importance for Muslims and Pakistanis.</li> <li>&gt; Stories about these personalities can be read to the class.</li> <li>&gt; Students will compare and contrast the life of the Muslims And Hindus.</li> <li>&gt; Human Rights violation of women and Children and religious people.</li> <li>&gt; time line of major events in the making of Pakistan.</li> <li>&gt; Students carryout brainstorming on the causes of making of Pakistan.</li> <li>&gt; Rights of Muslims and Hindus in the Sub-continent.</li> <li>&gt; Identify the issues of differences.</li> <li>&gt; Causes and effects of 1965 and 1971 wars.</li> <li>&gt; Heroes of the two wars are identified.</li> </ul>
2. Examine the sequence of events that led to the making of Pakistan.	<ul style="list-style-type: none"> <li>- Muslim Hindu differences</li> <li>- Need for a separate homeland.</li> </ul>	
3. Philosophical Background	<ul style="list-style-type: none"> <li>- Ideology of Pakistan</li> </ul>	
4. Conflict between India and Pakistan.	<ul style="list-style-type: none"> <li>- Causes of conflict</li> <li>- Kashmir issue</li> <li>- Wars between the two countries.</li> </ul>	

Concept	Content	Activity
5. Analysis of Maps for the following. - Location of Pakistan - Identify the Neighbours of Pakistan And their relations with Pakistan.	<ul style="list-style-type: none"> <li>&gt; Our Land               <ul style="list-style-type: none"> <li>- Location on world Map</li> <li>- Neighbours and kind of relationship with them.</li> </ul> </li> <li>&gt; About neighbouring countries               <ul style="list-style-type: none"> <li>- Their flags, Capitals, currency Language, Trade Items etc.</li> </ul> </li> <li>&gt; Importance of Pakistan in the Muslim world.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The students will locate the map of Pakistan on the world Map and measure the lines of latitude and longitude."</li> <li>&gt; The teacher will give slips of the neighbouring countries and ask the students to locate them on the world map and label them.</li> <li>&gt; The teacher will prepare a work sheet for the details of Neighbouring countries.</li> </ul>
6. Location of the Physical features of Pakistan	<ul style="list-style-type: none"> <li>&gt; Relief               <ul style="list-style-type: none"> <li>- North Western Mountains</li> <li>- The Potwar Plateau and the Balochistan Plateau.</li> <li>- The Indus Plain</li> <li>- The Coastal Plain.</li> </ul> </li> <li>&gt; The provinces of Pakistan.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; the students will use Maps, Atlas and globes to identify the physical features of Pakistan. this will be followed by drawing their own Maps and labeling them.</li> <li>&gt; The teacher discusses the importance of mountains in Pakistan. Both Economic and Military.</li> <li>&gt; The students discuss the benefits of the coastal area, its On the economy.</li> <li>&gt; The plains and the agricultural output is evaluated in the class.</li> <li>&gt; The students draw the provinces of Pakistan on the given outline map. Label the capitals of the provinces and the important cities of Pakistan</li> </ul>
7. Examine the Administrative division of Pakistan.  8. Imaginary Lines and Hemispheres on the Globe.	<ul style="list-style-type: none"> <li>&gt; Lines of Latitude and Longitude</li> <li>&gt; Hemispheres and Regions.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The students identify the lines on the globe, both from North to South, and East to West.</li> </ul>

Concept	Content	Activity
<p>9. International connections of Pakistan.</p> <p>10. Natural Resources Of Pakistan.</p>	<ul style="list-style-type: none"> <li>&gt; UNO</li> <li>&gt; Common Wealth</li> <li>&gt; SARC</li> <li>&gt; OIC</li> <li>&gt; Forests</li> <li>&gt; Irrigation</li> <li>&gt; Agriculture</li> <li>&gt; Minerals</li> <li>&gt; Industries</li> <li>&gt; Handicrafts</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The students are given a map of the world to draw the lines of Latitude and longitude. The important lines are labeled and degrees noted.</li> <li>&gt; The Drawing of the earth is made by the students and then divided into hemispheres and regions.</li> <li>&gt; The students are provided with a map of the world and asked to draw the lines of Latitude and longitude, after which they identify the location of Pakistan according to degrees and regions.</li> <li>&gt; Students identify the strategic importance of Pakistan in the region.</li> <li>&gt; Identify the role of major International organizations .</li> <li>&gt; Relationship with some important countries of the world.</li> <li>&gt; Examine how nations interact for their benefit.</li> <li>&gt; Countries of the Islamic Block and relations with them.</li> <li>&gt; Maps of Pakistan showing all these resources are required in the class. The topics will be discussed under the following headings;             <ul style="list-style-type: none"> <li>- Location on the map of Pakistan</li> <li>- Importance of these resources</li> <li>- Effects on the economy</li> <li>- Examine how these resources are being used in Pakistan.</li> </ul> </li> </ul>



Concept	Content	Activity
11. Concept population, Land, People and Culture.	<p>&gt; Population and occupations of the people of Pakistan.</p>	<p>&gt; The distribution of population will be made on the map. The students will discuss the reasons for unequal distribution.</p> <p>&gt; The Culture of each province is discussed in the light of its physical features and historical background.</p>
12. Government and Good citizenship.	<p>&gt; Administration of the Country</p> <ul style="list-style-type: none"> <li>- Communication and transport</li> <li>- Public security               <ul style="list-style-type: none"> <li>- Military</li> <li>- Police</li> <li>- National Defense etc</li> </ul> </li> <li>- Welfare Institutions               <ul style="list-style-type: none"> <li>- Red crescent</li> <li>- Edhi trust etc</li> </ul> </li> </ul>	<p>&gt; The occupations of the people of each province is discussed in the light of its Physical features and economy (Needs and Wants).</p> <p>&gt; Explore the Government set up of Pakistan.</p> <p>&gt; Examine the branches of the Government and the duties of each branch.</p> <p>&gt; Identify the agencies both National and International involved in providing security to the people and land of Pakistan.</p> <p>&gt; Arrange a panel discussion to identify areas of security for common man in day-to-day life.</p> <p>&gt; The students list down areas for Children security; like Kidnapping, theft etc.</p> <p>&gt; Identify areas of welfare in the country and agencies involved in welfare work.</p> <p>&gt; Discuss the actions students can take to solve problems of cleanliness, environmental issues, civic issues etc.</p> <p>&gt; Students with the help of the teacher plan and conduct a public awareness campaign concerning local problems and issues. Create strategies to involve the community.</p>



<b>Concept</b>	<b>Content</b>	<b>Activity</b>
13. Research skills. Project work on Pakistan.	> My Country	> The students prepare a country report and a portfolio on Pakistan. (Material collected from Newspapers and magazines) > Students arrange an exhibition on Pakistan. <ul style="list-style-type: none"> <li>- Maps</li> <li>- Models</li> <li>- Charts and graphics</li> <li>- Realia etc</li> </ul> > Students make a presentation to the class about their projects.



## **Curriculum for Class-5**

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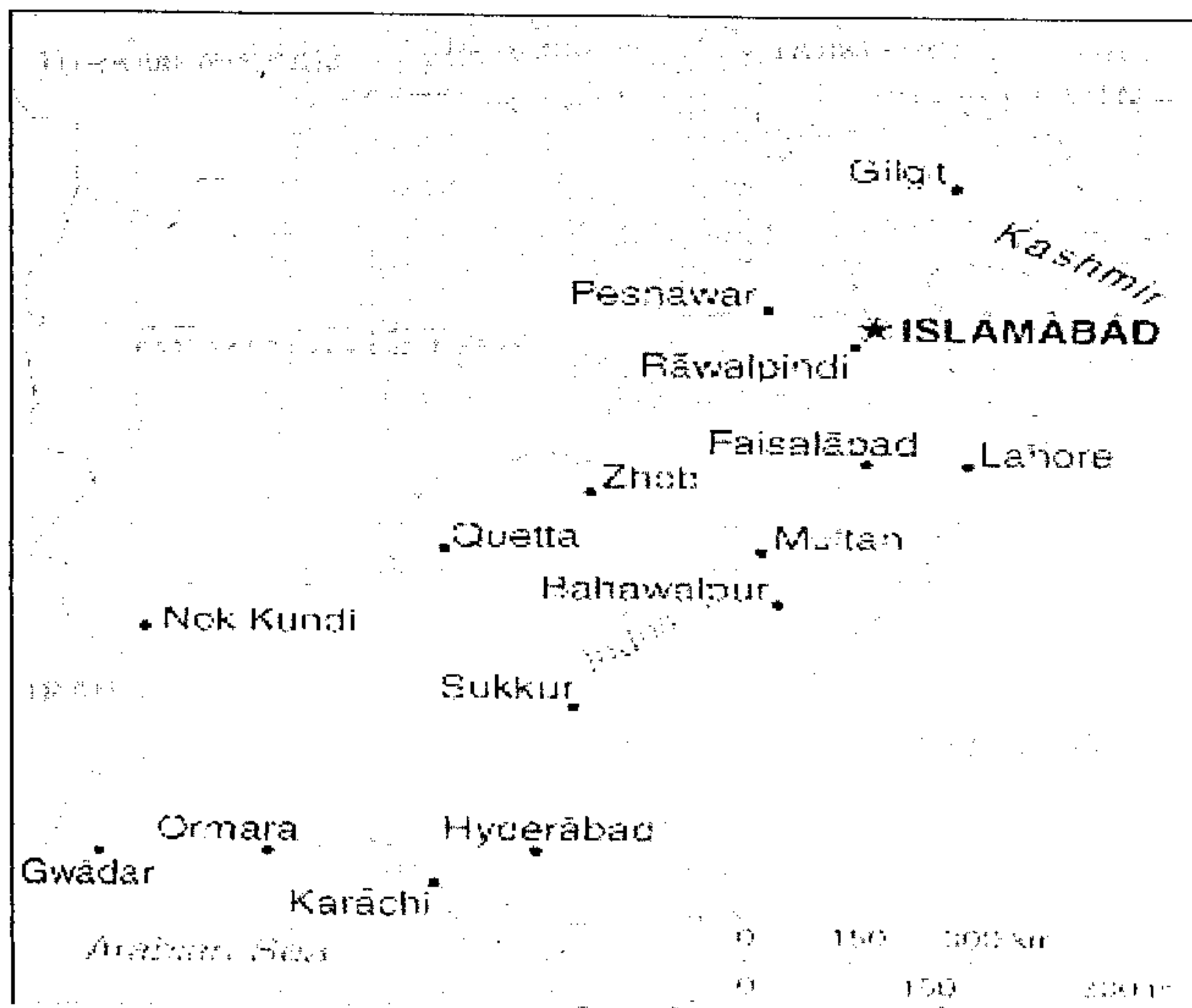
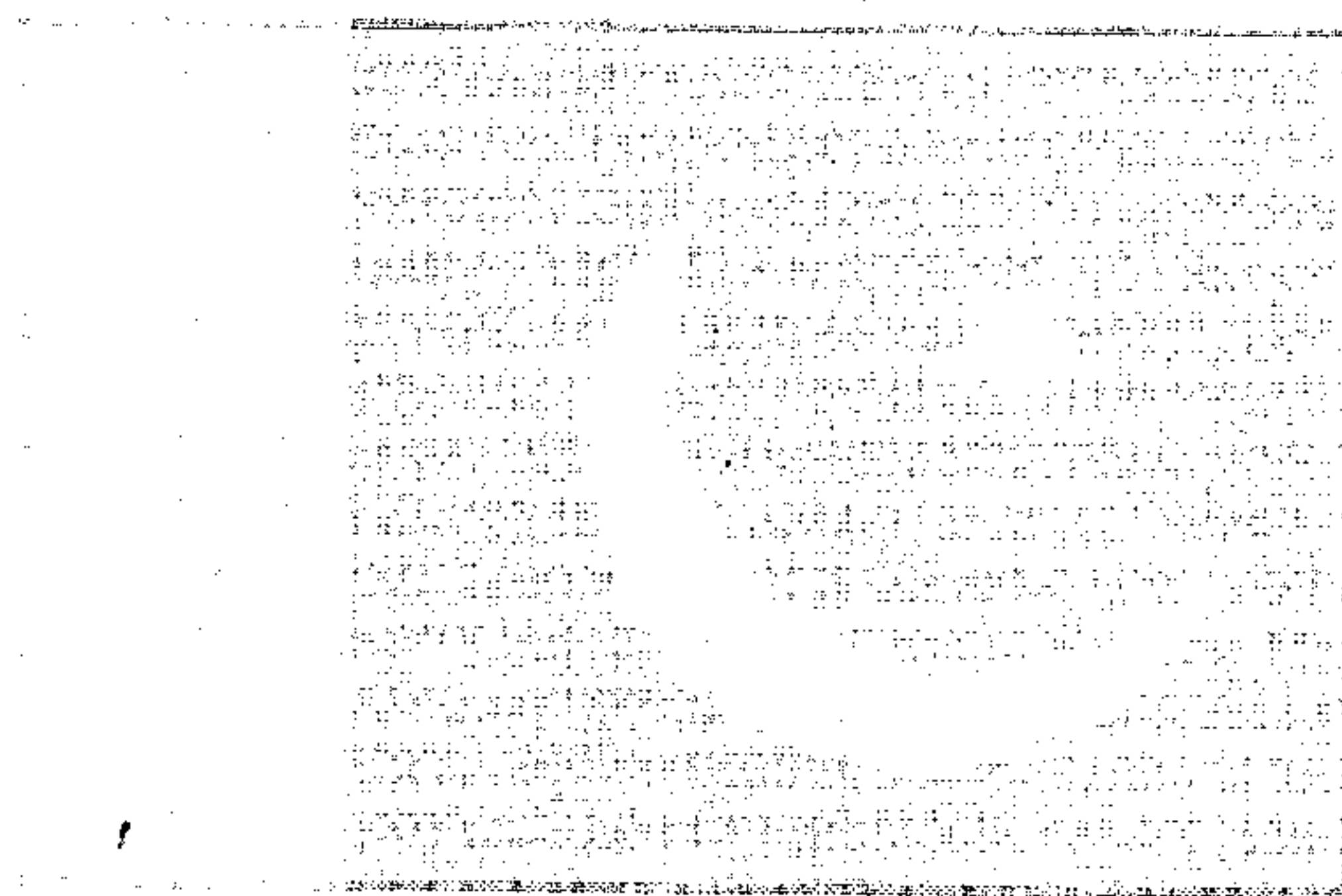
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# PAKISTAN





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## PAKISTAN

S.No	Main Ideas	Essential Concepts	Subject Matter Synopsis
1.	Pakistan is a country with diversified physical features	Equator, Latitude, Coastline, Plains, National Boundary, Mountains, Plateaus, Rivers etc	Location and size of Pakistan with its dominant physical features unique natural regions, climatic characteristics, population distribution.
2.	Pakistan is a small yet politically independent country	Provinces, Political boundaries, population, main cities Public security	Brief history of Pakistan and its independence. Political administration, natural regions occupation of its people
3.	Pakistan is an agricultural country with a number of natural resources	Natural resources raw materials technological change.	Development of agriculture for export and domestic use. Rise in technology, transportation and communication system in Pakistan
4.	Pakistan is a developing country, rapidly becoming a nation of city dwellers	Trade cottage industry and factories	Move towards urbanization with cities gaining in their influence over the lives of all. Problems associated with urbanization, population,, environment, human rights etc.
5.	Pakistan has a rich historical background with a number of events, people, and places located in Pakistan	Heritage, cultural, mosaic, minority, independence movement	Influence of historical personalities and their contributions in the making of Pakistan. Events leading to Independence. Mohammad Bin Qasim
6.	Problems faced by Pakistan	Welfare institutions, Problems and their solutions, disease, unbalanced diet, Unemployment, Environment	Agencies working for the welfare of Pakistan. Security agencies and identification of problems and their solutions. Water logging and salinity, Illiteracy, Population, intoxicant drugs



## **Fact Profile Of Pakistan**

**Name:** Islamic Republic of Pakistan

**Area:** 803,940 sq km (310,300 sq mi)

**Provinces:** Four Provinces, Punjab , Balochistan, Sind , North West Frontier Province.

**Major Cities :** Karachi, Lahore, Hyderabad, Quetta, Peshawar, Islamabad, Rawalpindi, Faisalabad, Multan, Sialkot etc.

**Population:** 144.6 million

**Capital city:** Islamabad (pop. approx. 350,000)

**People:** Punjabi, Sindhi, Pashto, Baloch, Muhajir

**Language:** Urdu (official), Punjabi, Sindhi, Pashto, English

**Religion:** 97% Muslim, 3% Christian and Hindu

**Government:** Federal Republic

**President & Chief Executive:** Gen. Pervez Musharraf / *Zardari*

**Prime Minister :** Mir Zaffarullah Khan Jamali / *Yousaf Raza Gilani*

**Provincial Governments:** In all four Provinces.

**Major Political Parties:** Pakistan Muslim league , Pakistan People Party

**GDP:** US\$282 billion

**GDP per head:** US\$2000

**Annual growth:** 5%

**Inflation:** 5.2%

**Major industries:** Textiles, sugar, vegetable oils,

**Agricultural products,** cement, fertilisers, steel, chemicals, Sporting goods, carpets

**Major trading partners:** US, Japan, Germany, UK, Saudi Arabia, UAE and Soviet Union.

### **Geography**

Latitude and Longitude

Time Zone

Longest River

Largest Lake

Highest Mountain.

Percentage Of Forested Lands

### **Climate**

Number Of Climate Zones

Average Rainfall

Highest Temperature

Lowest Temperature

### **Energy**

Types Of Energy Produced.

### **Tourism Spots**

Historical Places



## Time Line

### Pakistan's History at a Glance

#### **Pre-Independence**

- 1757  
Battle of Plassey and British victory over Mughal forces in Bangal conventional date for beginning of British rule in Sub-continent (India and Pakistan)
- 1830  
British institute education and other reform measures
- 1843  
British annex Sindh, Hyderabad and Khairpur
- 1845-49  
Sikh wars; British annex Punjab; Kashmir sold to Dogra Dynasty, to be ruled under British paramountcy
- 1857-58  
First war of independence also known as Indian Mutiny (Sepoy rebellion)
- 1858  
East India Company dissolved; rule of Sub-continent under British Crown (the British Raj) begins, marks formal end of Mughal Empire
- 1885  
Indian National Congress formed as a united front for independence
- 1905  
Partition of Bengal
- 1906  
All India Muslim League founded predominantly representing the Muslim majority areas
- 1909  
Morley-Minto Reforms establish separate electorates for Muslims. Considered as a major victories for Muslim League
- 1910  
Partition of Bengal annulled
- 1916  
Congress-Muslim League Pact (often referred to as the Lucknow Pact) signed
- 1935  
Government of India Act of 1935. Still considered as a backbone of civil law in both India and Pakistan
- 1940  
Muslim League adopts "Pakistan Resolution" demanding a separate state for Muslims of sub-continent. "Two Nation Theory" articulated by Muslim League leader Mohammed Ali



Jinnah (popularly known as Quaid-e-Azam meaning the great leader) and others

1946 Aug

Muslim League observes "Direct Action Day" widespread communal rioting spreads to many parts of sub-continent

1947 Jun

Legislation introduced in British parliament calling for independence and partition of sub-continent; communal rioting and mass movements of population begin, resulting in 250,000 deaths and upto 24 million refugees

## **Post Independence**

1947 Aug

Partition of sub-continent; India incorporates West Bengal and Assam; Pakistan incorporates East Bengal (West Pakistan); Mohammed Ali Jinnah becomes the first governor general of Pakistan; Liaquat Ali Khan becomes first Prime Minister (PM)

1947 Oct

Start of first Indo-Pak war over Kashmir

1948 Sep

Jinnah dies; Khawaja Nazimuddin becomes Governor General

1949 Jan

United Nations arrange cease fire between India and Pakistan

1951 Oct

Liaquat Ali Khan assassinated; Nazimuddin becomes PM, Ghulam Mohammed becomes Governor General

1955 Aug

Ghulam Mohammed resigns; succeeded by Iskander Mirza

1955 Oct

One unit plan establishes the four provinces of West Pakistan as an administrative unit

1956 Mar

Constitution adopted; Mirza becomes President

1958 Oct

Mirza abrogates constitution and declares martial law; Mirza sent into exile; Chief Marshal Law Administrator (CMLA) General Mohammed Ayub Khan assumes Presidency

1965 Aug

Start of second Indo-Pak war over Kashmir

1969 Mar

Martial Law declared; Ayub Khan resigns; CMLA General Agha Mohammed Yahya Khan assumes Presidency

1970 Jul

One unit plan abolished; four provinces re-establish in West Pakistan

1970 Dec

first General elections; Awami League under Mujib ur Rehman and Pakistan People Party under Zulfikar Ali Bhutto emerges as



	leading parties in East and West Pakistan respectively
1971 Mar	East Pakistan attempts to secede, beginning civil war, Mujib imprisoned in West Pakistan
1971 Dec	India invades east Pakistan; India recognizes Bangladesh; Yahya Khan resigns; Zulfikar Ali Bhutto becomes CMLA and President
1972 Jul	Bhutto and India's PM Indra Gandhi conclude Simla Agreement adjusting 1949 cease fire line popularly known as Line of Control (LOC)
1973 Aug	New Constitution goes into effect; Bhutto becomes PM
1976 Feb	Pakistan and Bangladesh establish diplomatic relations
1977 Mar	General elections; Bhutto's Peoples Party blamed for rigging; evokes widespread rioting and protest
1977 Jul	Army Chief of Staff General Mohammed Zia-ul-Haq proclaims martial law and becomes CMLA
1978 Sep	Mohammed Zia-ul-Haq becomes nations sixth president replacing Fazal EllahiChaudry
1979 Feb	Islamic penal code introduced
1979 Apr	Zulfikar Ali Bhutto hanged as a result of a Supreme court ruling in the murder case of Mohammed Qussory
1983 Aug	President Zia-ul-Haq announces that martial law will be lifted in 1985
1985 Jan	Non-Islamic banking abolished
1985 Feb	General elections held for National Assembly
1985 Mar	Mohammed Khan Junejo invited by General Zia to form civilian cabinet
1985 Jul	Economy declared to be in conformity with Islam
1986 Dec	New federal cabinet sworn into office; Mohammed Khan Junejo becomes PM
1987 May	President Zia dismisses Junejo government, dissolves national and provincial assemblies, and orders new election in 90 days
1987 Aug	Zia, US ambassador to Pakistan, and top army officials killed in an airplane crash near Bhawalpur in Punjab; Ghulam Ishaq Khan,



- Chairman of Senate, sworn as acting President
- 1987 Nov Elections held for National Assembly
- 1987 Dec Benazir Bhutto, leader of Pakistan Peoples Party, emerge as the leader of the house and sworn in as the first female Prime Minister of Muslim nation
- 1988 Aug Gen. Zia dies in a plane accident. Benazir Bhutto 37, is elected as prime minister in december .
- 1990 Aug Benazir Bhutto is dismissed by President Ghulam Ishaq Khan for alleged corruption. Nawaz Sharif succeeds as the new prime minister
- 1993 July Sharif resigns along with President Ishaq Khan under an army-brokerage agreement to end the bitter power tussle between the 2 top functionaries. After election Benazir Bhutto becomes the Prime Minister again.
- 1996 Nov Benazir Bhutto is dismissed by President Farooq Ahmed Laghari on misrule and corruption charges.
- 1997 Feb The Pakistan Muslim League wins a sweeping election victory. Nawaz Sharif is appointed as prime minister and sets up an anti-corruption unit.
- 1998 May Relations with India deteriorate as the crisis in Kashmir deepens and Pakistan responds to India's first nuclear test by carrying out its own explosion in May
- 1999 April Bhutto and her husband are sentenced to 5 years in prison and fined \$8.6 Million for alleged laundering.
- 1999 October Nawaz Sharif is ousted from power and placed under house arrest after attempting to sack his army Gen Parvez Musharraf



# Map of the Sub-Continent



## Our land / Location

**Purpose Of The Lesson:** To develop the analytic skills of the students so as to interpret maps, globes, and charts.

**Objectives:** At the end of the lesson the students will be able to

- Identify the lines of latitude and longitude on the maps and globes.
- Describe and label the Zones on the globe.
- Identify and label the Continents.

**Words To Learn:** Latitude, Longitude, zones, Parallel lines, regions.

**Background:** Most map and globe skills programs from class 1X upwards call for instruction in lines of latitude and lines of longitude. One of the more difficult ideas for children to grasp is the fact that while most parallels of latitude are lines, 90 degrees North Latitude and 90 degrees South Latitude are not lines, they are points. (Or we may say poles).

Almost equally difficult is the idea that while the meridians of Longitude are of equal length, the parallels of Latitude get shorter as one moves away from Equator. Another factor is the unit of measurement, which is degrees and causes confusion to children who think temperature is measured in degrees.

1 **Activity 1:** The teacher begins the class by drawing parallel lines on the BB. She shows to the students that these lines never meet and they do not cross each other at any point. The students are asked to draw parallel lines on their copies, in both directions that are north to south and east to west.

1 **Activity 2:** the teacher brings a globe and a world map to the class. The students observe and identify the parallel lines on the globe and the map. The teacher then introduces the terms Latitude and Longitude. She gives the students the works sheets with plain empty globes and asks the students to draw the parallel lines. ( Worksheet 1).

1 **Activity 3:** The teacher introduces the children to the idea of how to measure Latitude and Longitude.

a) Latitude is measured in degrees, often shown by a small circle ( $^{\circ}$ ). The equator is zero degrees latitude. To find a particular parallel to equator we start with equator and measure North and South. Each degree of Latitude represents about 70 miles /112Km on the earth.

The students identify these lines of Latitude on the globe and map.

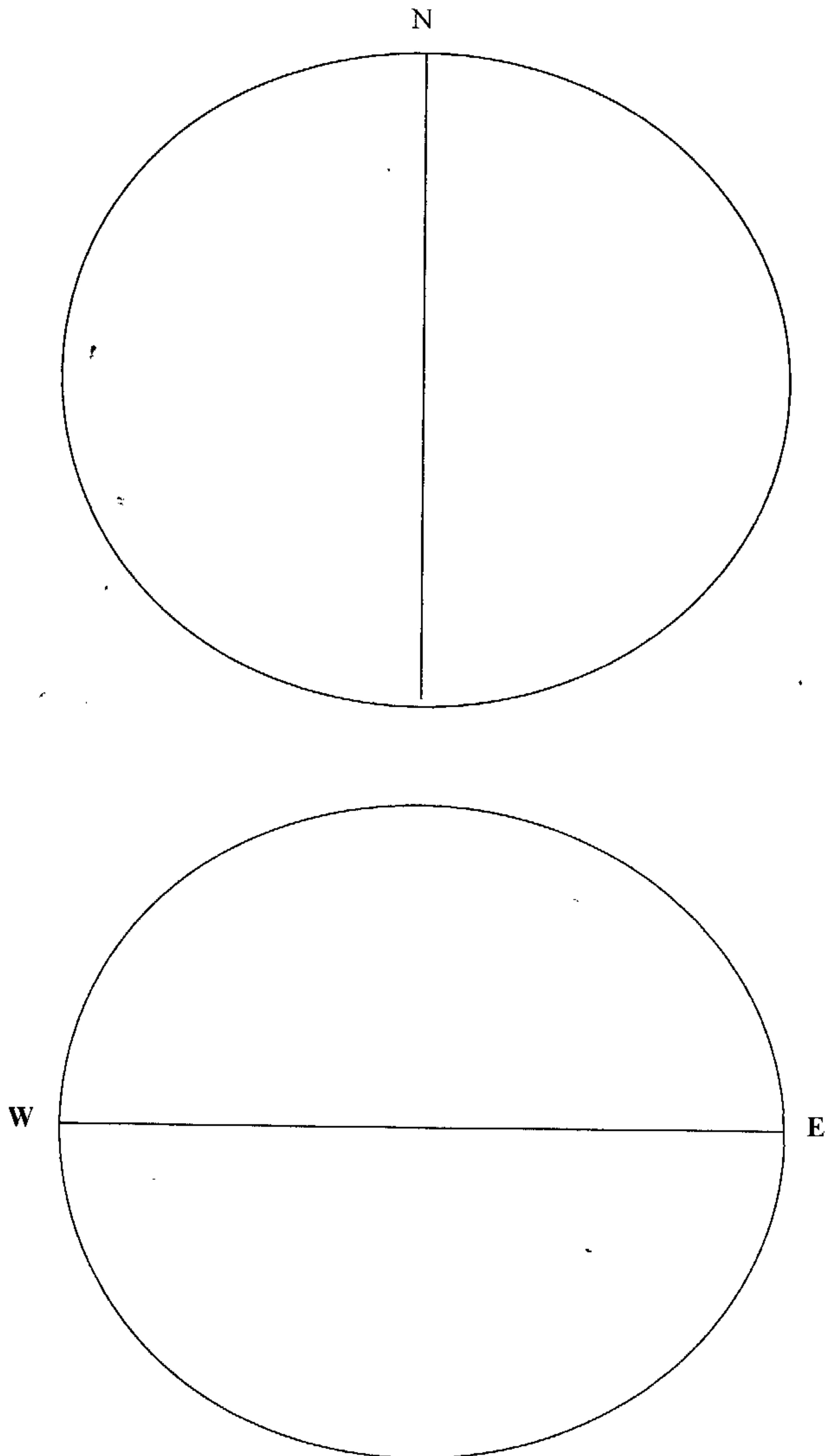
Lines of Longitude are often called Meridians. To measure Longitude we start with a line called Prime Meridian (First Meridian). This is the line of Longitude, which passes through the town of Greenwich, in England.

Globe-map B shows how longitude is measured we measure west from the Prime Meridian half way around the earth and East from the Prime Meridian half way around the earth. Longitude is measured in degrees.



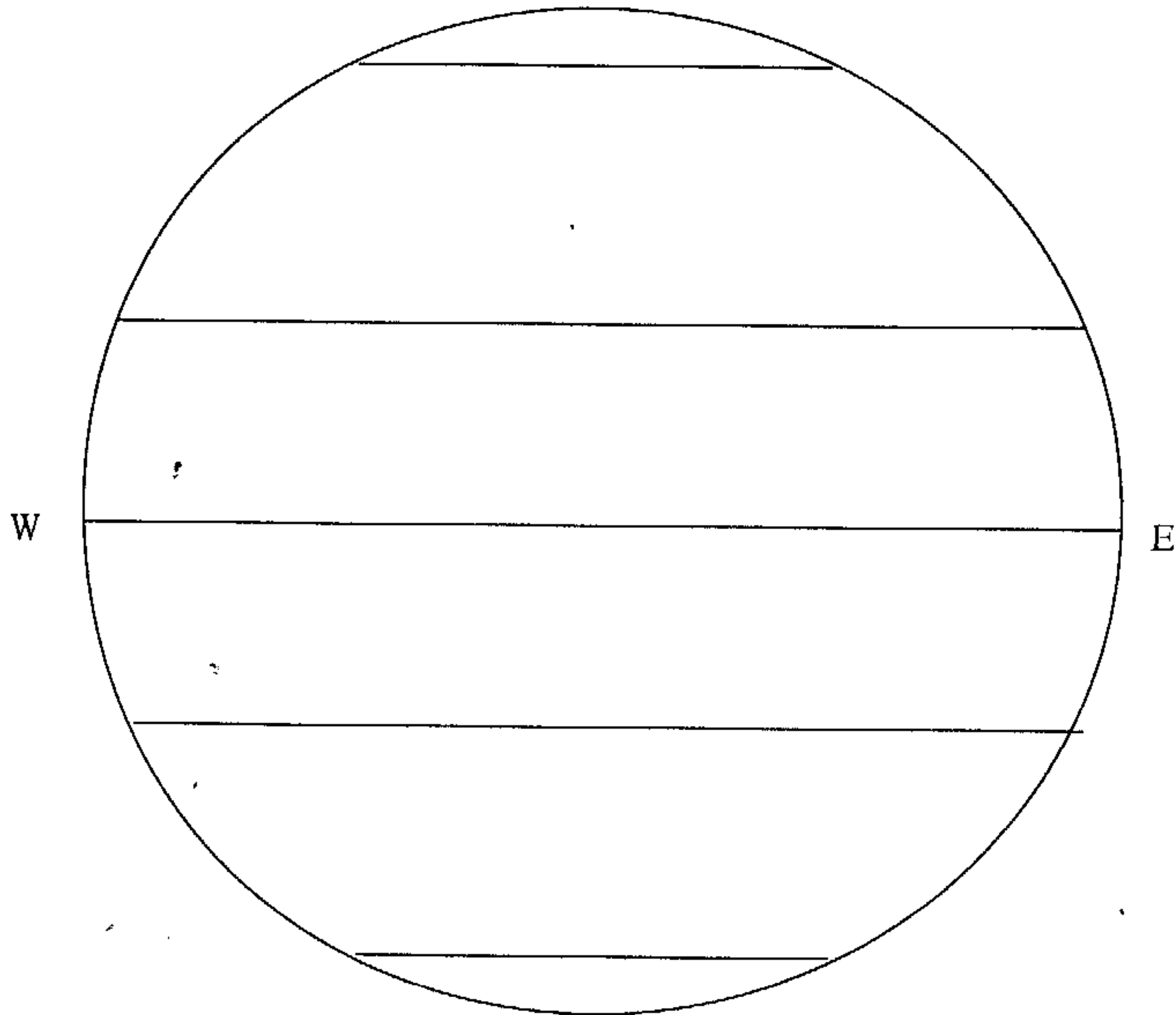
## Activity sheet 1

**Activity 4:** the students are given the activity sheet to label the lines of Latitude and to mark the zones between these Latitudes

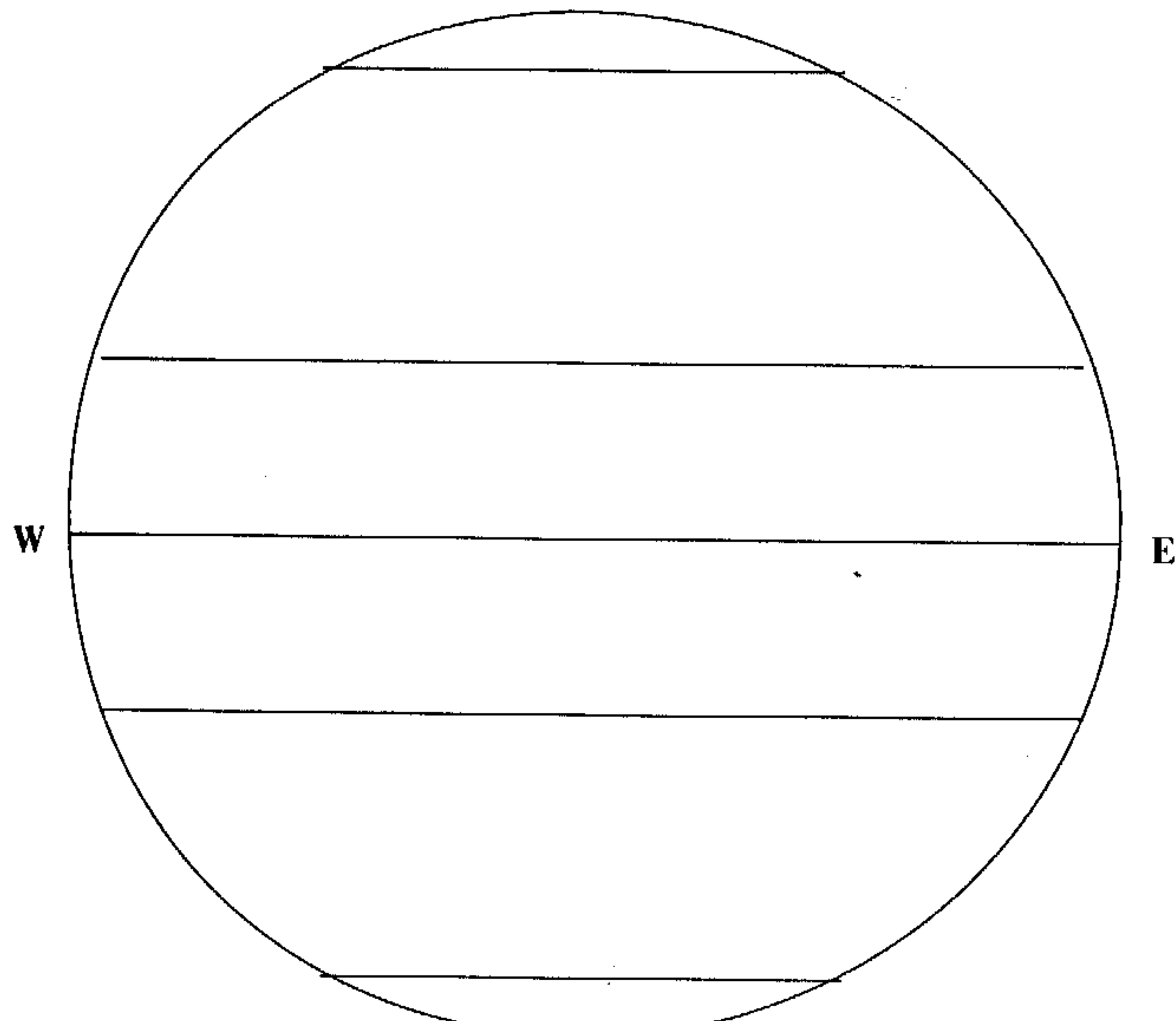


## Activity Sheet

**Name The Important Lines Of Latitude**

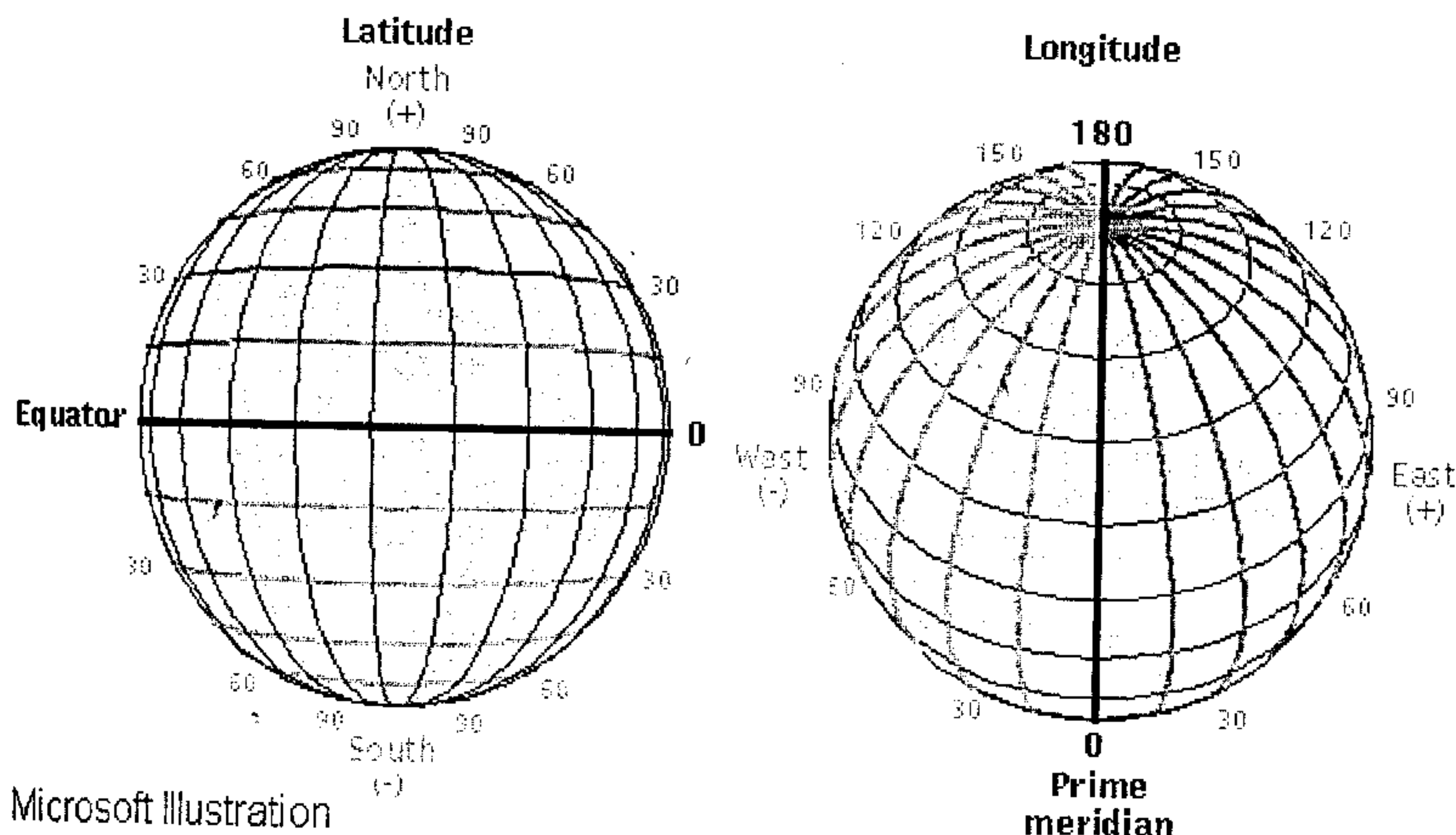


**Label The World Zones**





# Lines Of Latitude And Longitude



**Latitude and Longitude**, system of geometrical coordinates used in designating the location of places on the surface of the earth. (For the use of these terms in astronomy, see Coordinate System; Ecliptic.) Latitude, which gives the location of a place north or south of the equator, is expressed by angular measurements ranging from  $0^{\circ}$  at the equator to  $90^{\circ}$  at the poles. Longitude, the location of a place east or west of a north-south line called the prime meridian, is measured in angles ranging from  $0^{\circ}$  at the prime meridian to  $180^{\circ}$  at the International Date Line.

Midway between the poles, the equator, a great circle, divides the earth into northern and southern hemispheres. Parallel to the equator and north and south of it are a succession of imaginary circles that become smaller and smaller the closer they are to the poles. This series of east-west-running circles, known as the parallels of latitude, is crossed at right angles by a series of half-circles extending north and south from one pole to the other, called the meridians of longitude.

Although the equator was an obvious choice as the prime parallel, being the largest, no one meridian was uniquely qualified as prime. Until a single prime meridian could be agreed upon, each nation was free to choose its own, with the result that many 19th-century maps of the world lacked a standardized grid. The problem was resolved in 1884, when an international prime meridian, passing through London's Greenwich Observatory, was officially designated. A metallic marker there indicates its exact location.

Degrees of latitude are equally spaced, but the slight flattening at the poles causes the length of a degree of latitude to vary from 110.57 km (68.70 mi)

at the equator to 111.70 km (69.41 mi) at the poles. At the equator, meridians of longitude 1 degree apart are separated by a distance of 111.32 km (69.17 mi); at the poles, meridians converge. Each degree of latitude and longitude is divided into 60 minutes, and each minute divided into 60 seconds, thereby allowing the assignment of a precise numerical location to any place on earth.

### **Degree of Latitude**

If the earth were exactly spherical, a degree of latitude would be equal to  $1/360$  of the circumference of a circle drawn on the surface of the earth and passing through the North and South poles. The earth, however, is flattened at the poles, so that the actual length of a degree, as determined astronomically, varies from the equator to the poles. At the equator a degree of latitude is 110,568.18 m (362,756.5 ft), or about 110.57 km (about 68.7 statute mi). The length of a degree at  $45^\circ$  North or South, the so-called middle degree, is 111,131.9 m (364,606 ft), or about 111.25 km (about 69.13 statute mi).

### **Degree of Longitude**

The length of a degree of longitude varies from a maximum value at the equator to zero at the North and South poles. This is because longitude is measured as the arc of a given parallel of latitude, and the circles forming these parallels decrease in radius as their distance from the equator increases. At the equator a degree of longitude equals 112.09 km (69.65 mi), but at  $40^\circ$  North or South, a degree equals 85.99 km (53.43 mi). Longitude is also measured in hours east or west of the prime meridian, with an hour equal to 15 degrees and a minute, to 15 angular minutes. Thus, the longitude of New York City may be stated as  $74^\circ$  or as 4 hr 56 min west of Greenwich. See also Latitude and Longitude.

### **Other Angular Measurements**

In advanced branches of mathematics, especially those involving calculus, angles are usually measured in units called radians (rad). There are  $2\pi$  rad, or about 6.28 rad, in  $360^\circ$ .

In military usage, angles are usually measured in mils, especially for artillery aiming. A mil is the measure of a central angle subtended by an arc that is  $1/6400$  of the circle. One mil equals  $0.05625^\circ$  and is approximately 0.001 rad.<sup>1</sup>

**Equator (geography)**, in geography, an imaginary circle on the surface of the earth, equidistant from the poles and dividing the earth into the northern hemisphere and the southern hemisphere. The equator is the line from which latitudes are measured, the latitude of any single point on the equator being  $0^\circ$ .<sup>2</sup>



- ✓ **Tropic of Cancer**, parallel of latitude at  $23^{\circ}27'$  north of the equator, delineating the northernmost point at which the sun can appear directly overhead at noon. At the tropic of Cancer, the sun's rays strike the earth vertically on one day a year—on the summer solstice (on or about June 21). The tropic of Cancer marks the northern boundary of the Tropics, a region of consistently warm climate.<sup>3</sup>

**Tropic of Capricorn**, parallel of latitude at  $23^{\circ}27'$  south of the equator, delineating the southernmost point at which the sun can appear directly overhead at noon. At the tropic of Capricorn, the sun's rays strike the earth vertically on one day a year—the winter solstice (on or about December 22). The tropic of Capricorn marks the southern boundary of the Tropics, or Torrid Zone.

**Tropics**, two parallels of latitude on the terrestrial globe lying equidistant from the equator from latitude  $23^{\circ}27'$  north to  $23^{\circ}27'$  south, the most northerly and southerly points on the earth's surface at which the sun is perpendicular at noon on at least one day of each

year. Between these latitudes are all those points on the earth's surface over which the sun is almost directly overhead during the entire year. The tropic north of the equator is called the tropic of Cancer, because the sun at the summer solstice (at which time it is vertically over the tropic) enters the constellation of Cancer; the southern one is, for a similar reason, called the tropic of Capricorn. This belt of the earth's surface is known as the Torrid Zone.

**Pole**, in geography, one of two extremities of the axis around which the earth revolves. The north extremity is called the North Pole and is located at latitude  $90^{\circ}$  north. The south extremity is called the South Pole and is located at latitude  $90^{\circ}$  south. Both poles are equidistant from the earth's equator.

**Prime Meridian**, the meridian, or line of longitude, that is designated  $0^{\circ}$  longitude and from which the longitude of all points on the surface of the earth are measured. The meridian passing through the original site of the Royal Greenwich Observatory in Greenwich, England, has been recognized by international agreement since 1884 as the prime meridian. It is sometimes called the Greenwich meridian. See Latitude and Longitude.<sup>4</sup>

## ZONES

**Zone**, in geography, any of the five divisions of the surface of the earth, characterized by similar temperature and sunshine distribution. An ancient concept, the zone system roughly corresponds to modern systems of climatic classification. The zone system originated with the ancient Greeks, who observed that temperatures and angles of the sun's rays differed at different locations. In the 5th century BC, the Greek philosopher Parmenides proposed the division of the world into five zones, separated by lines of latitude. **These divisions included a torrid zone between the tropic of Cancer (about 23 1° N) and the tropic of Capricorn (about 23 1° S); the north and south temperate zones between the tropics and the polar circles (66 1° N and S); and the north and south frigid zones, which lie between the polar circles and the poles.** This system excluded other factors relevant to climate, such as differences in elevation, the proximity of oceans, levels of precipitation, and movement of air masses. The distribution of climate and biomes, or ecological communities such as deserts or rain forests, is therefore considerably more complex than these five zones suggest.

In the late 19th and 20th centuries, German meteorologist Wladimir Peter Köppen developed a more comprehensive system of climatic mapping, based on temperature and precipitation variations, that has formed the basis for subsequent systems of classification. Köppen's system recognizes five major climate types: tropical moist climates, dry climates, moist mid-latitude climates with mild winters, moist mid-latitude climates with severe winters, and polar climates.<sup>5</sup>



## **Pakistan**

**Introduction:** In class 5 the students will study about Pakistan through the lengths of time, they will establish a chronology of critical events in the various time periods of Pakistan history. It is not the intent that students study the historical events in depth. They will examine the impact of people and places on the making of Pakistan its culture and history. Character and life skills will help students understand citizen ship, their rights and responsibilities and their values. Using the information and data the students will build a project on their country and how the development has promoted better quality life for it's people.

**Methodology:** The teacher will adopt a holistic approach in teaching at this level. The chapters will not be treated as completely independent units they have to be taken as one whole project the influence of one area on the other has to be born in mind and discussed with the students. Links have to be established between all chapters.

**Resources:** Wall map of Pakistan, South Asia, World and Muslim Countries. Black line masters for students. Flag of Pakistan, pictures of Quaid-e-Azam, Allama Iqbal, and Posters from Tourism Dept about main cities of Pakistan. Posters of mountains, resorts etc. Post cards, Portfolio on Pakistan, newspapers, audio-national songs, and National Anthem, CDs on Pakistan.

**Class Room Environment:** The teacher will bring a rich resource collection to the class and the students should participate in displaying the map, flag, posters and other items related to Pakistan so that an environment is build which can be referred to while teaching about Pakistan. The Teacher will bring all the local newspapers and magazines, of the area. She will have to look for some elderly people of the area who can relate the history to the students , and who have seen the making of Pakistan.

## Location

**Purpose of the lesson:** The students will identify the region of south Asia of which Pakistan is part. They will understand the location of Pakistan on the world map.

**Objectives:** The students will be able to

- Define lines of Latitude and Longitude
- Locate the different zones on the globe
- Label the location of Pakistan between the lines of Latitude and Longitude on the world map
- Analyze the importance of Pakistan in the Muslim world
- Describe Pakistan's relationship with the world

**Back ground:** The teacher will talk to the children about Pakistan she will build up an environment in the class with the help of map flag and posters of Pakistan. The students will describe what they know about Pakistan and its physical features, climate food, culture and festivals etc.

**Activity 1:** the teacher will show the world map to the students and ask them to recognize the important lines of Latitude and longitude and mark their degrees. With the help of these degrees the students will be asked to find the location of Pakistan on the world map.

The students will be given the following data for help

23.30 degrees and 36.45 degrees ---- North Latitude

61 degrees and 75.31 degrees ---- East Latitude.

**Activity 2:** the students will be given the outline of the globe and will be asked to label the lines of Latitude and Longitude and they will also label the zones between these lines.( outline of the globe )

**Activity 3:** the teacher introduces the students to the world map with students identifying the continents and labeling them (outline map of the world).

**Activity 4:** The teacher will show the central position of Pakistan in the Muslim world on the map of the world. She will prepare slips to name the following Muslim countries, which will be pasted or pinned on the world map

1. North west of Pakistan ---- Middle east countries , Muslim countries of Africa
2. East of Pakistan ---- Bangladesh, Malaysia, and Indonesia.

The spread of Islam in South Asia will be highlighted with arrows to show its origination from areas which constitute Pakistan.( outline map of the world )

The students will be given copies of the world map on which to repeat this activity.

**Activity 5:** the students will be given a copy of the world map so that they will identify and label Pakistan on it. The students will be encouraged to identify the neighboring countries and the countries of South Asia of which Pakistan is a part and has historical relations.



- The teacher will relate the relationship of Pakistan and it's support to the Muslim countries freedom movements like Palestine, Kashmir etc.
- Pakistan's support for peace and human rights
- Pakistan's support for providing food, shelter and clothing support to the refugees and poverty stricken areas.
- Pakistan's support to U.N. in U.N. forces around the world, e.g. East Timor, Cambodia, Bosnia etc. and around the world.

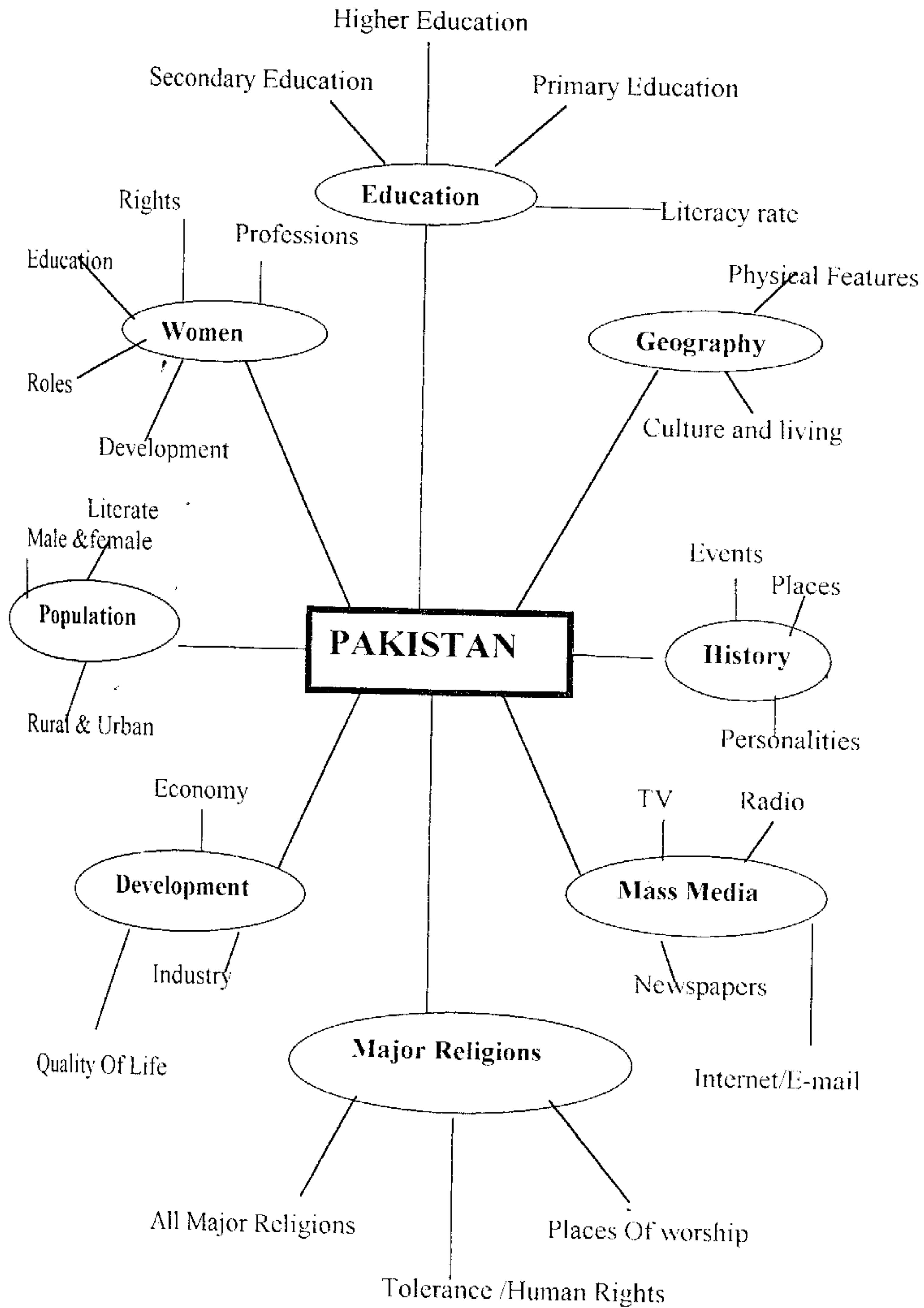
The teacher will summarize by asking the students how they can be of benefit to their community and country.

**Evaluation:** the students will be asked to draw the map of Pakistan and fill the fact profile sheet.

## GLOBE



## Fact Profile Sheet:





## **Relief**

**Purpose of the lesson:** the students will study the different surface features of Pakistan; its vegetation and life of the people living in these areas.

**Objectives:** the students will be able to

- The students will be able to identify the mountains, plains, plateaus and coastal areas.
- A development in these areas roads, construction of highways, passes etc.
- Locate chains of mountains and high peaks of Pakistan
- Cultivation and agriculture in these areas

**Words to know:** Mountains, Plateau, Plains, Karez, Passes, and Valleys.

**Back ground:** The teacher will talk about the physical features of Pakistan by showing a map of Pakistan to the class. She will first discuss the individual features and explain to the students how each is different from the other. The students will identify these features on the map. While the study each area separately.

**Activity 1:** The teacher will place the Map of Pakistan showing its physical features on the wall or bulletin display board in the class the students will be given labeled slips of the four areas of Pakistan. The student will discuss and identify each area and will pin the slip on that area. The students will discover that Pakistan is a country with diversified physical features. The students will list down the features on their note books.

- Mountains
- Hills
- Valleys
- Plateau
- Plain
- Rivers
- Coastal areas
- Passes

**Activity 2:** the teacher will discuss each area separately.

North western mountain the students will brain storm the names of the mountain that they are familiar with, and on the map of Pakistan they will identify the Himalayan range, they will also put labels on these mountains.

The students will locate the mountains and hills and fill the worksheet given by the teacher.

## Activity Sheet

### North Western Mountains

1. To the north of Pakistan is a series of ranges of lofty mountains known as \_\_\_\_\_.
2. To the north are \_\_\_\_\_ and \_\_\_\_\_ mountains
3. To the northwestern are \_\_\_\_\_ and \_\_\_\_\_ mountainous
4. Karakoram Mountains extend in the northern region of \_\_\_\_\_ and \_\_\_\_\_.
5. The highest peak of Pakistani is \_\_\_\_\_.
6. \_\_\_\_\_ Highway is located in the northwestern mountains.
7. \_\_\_\_\_ Valley lies in the Karakoram range is it was built with the help of \_\_\_\_\_ country.
8. \_\_\_\_\_ and \_\_\_\_\_ hills are situated to the south of northern mountain ranges.
9. The beautiful valleys of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ are situated in the northern area.
10. The people of this area travel through \_\_\_\_\_ to reach the other side of the mountains.
11. The \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are well known passes of this area.

### 2. The Plateaus

The plateaus are also called \_\_\_\_\_ lands.

### **Activity-2.**

The teacher will show the students pictures of flat tablelands also called the plateaus. Students will identify the difference between mountains and plateaus and prepare models of Mountain and Plateaus in the class.

### **Activity-3.**

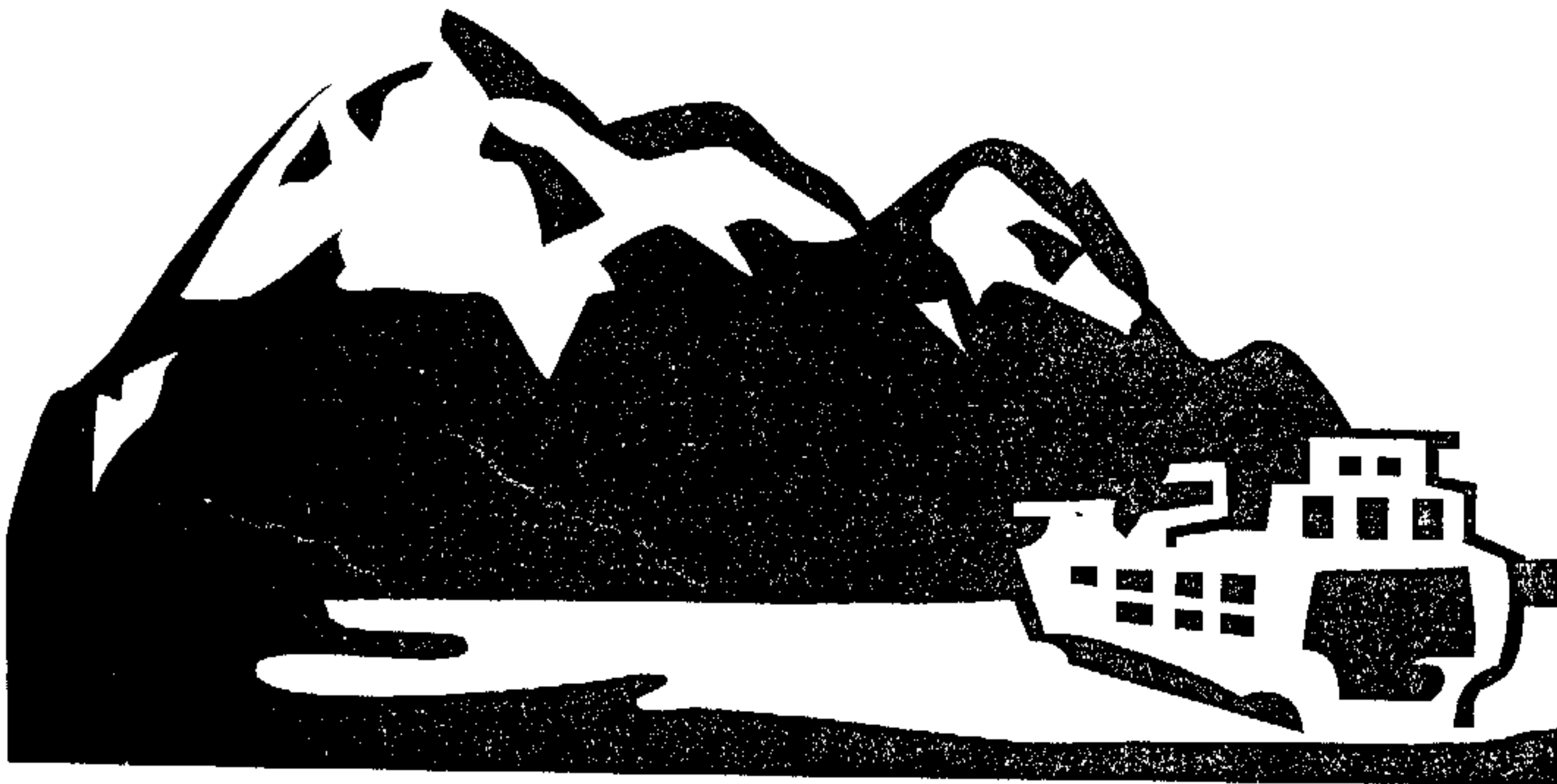
On the map of Pakistan the teacher will show the two plateaus areas of Pakistani.

- a. Potohar plateau: between Bolan River and the Indus River.
- b. Baluchistan Plateau: west of the Sulaiman Mountains and Kirthar hills.



## Worksheet

1. \_\_\_\_\_ Plateau includes the district's of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, Rawalpindi.
2. The \_\_\_\_\_ Plateau is rocky and not suitable for \_\_\_\_\_.
3. Running water has eroded the land to form \_\_\_\_\_.
4. Filly areas contain \_\_\_\_\_ in this plateau.
5. The Balochistan Plateau is \_\_\_\_\_ and \_\_\_\_\_.
6. In the center of Balochistan Plateau is a \_\_\_\_\_ in which a few streams fall.
7. Wells of Balochistan are known as \_\_\_\_\_.
8. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are well known for fruit cultivation.



## **Worksheet Key**

1. Potohar plateau includes the district's of Chakwal, Attock, Jhelum, Rawalpindi.
  2. The Potohar plateau is rocky and not suitable for cultivation.
  3. Running water has eroded the land to form gullies
  4. Hilly areas contain minerals in a this plateau
  5. The Baluchistan Plateau is rocky and Sandy
- In the center of Baluchistan Plateau is a saltwater lake in which a few streams fall
- Wells of Baluchistan are known as Karez
- Atta, Ziarat, and Chaman are well known for fruit cultivation



## **The Indus plain**

### **Activity-3.**

The teacher will show the location of Indus plains on the map of Pakistan and ask the students to label them. Showing the:

- a. Upper Indus plain
- b. Lower Indus plain

### **Activity-4. '**

The teacher asks the students the difference between plains and mountains. She will show the two areas on the map of Pakistan. The students will be encouraged to prepare models to show the difference between plains, plateaus and mountains.

## Worksheet

1. The Indus plain is divided into \_\_\_\_\_ parts.
2. The \_\_\_\_\_ plain and the \_\_\_\_\_ plane form the Indus plain ,
3. Upper Indus plain is drained by \_\_\_\_\_ and \_\_\_\_\_ rivers.
4. The \_\_\_\_\_ part of the \_\_\_\_\_ province and the whole of \_\_\_\_\_ province are included in the lower Indus Plain.
5. Lower in this plane is drained by \_\_\_\_\_ River.
6. Barrages on the river are constructed at \_\_\_\_\_ and \_\_\_\_\_ .
7. The lower part of the lower Indus plain is called \_\_\_\_\_.
8. And that a strip of plain along the coast of the Arabian Sea is called \_\_\_\_\_ .

### **Activity-4.**

Draw the picture of the coastal plain of Pakistan with the following description. " The coastal plain is not wide, the sea waves reach far into it. Clumps of coconut trees are seen here and there".



## Climate

**Purpose of the lesson:** The students will learn about the different seasons in Pakistan.

**Objectives:** the students will be able to:

- Identify the climate of different areas of Pakistan
- Relate the effects of wind and changing temperature on the climate of different
- Interpret the originations of monsoon winds during summer and winter
- Studied the effects of monsoon winds ( summer and winter)
- Describe cyclones and their originations
- Compare the effects of climate on human life during different season
- Define and recognize the various instruments which are used for measuring the various elements of weather

**Background:** The teacher will collect pictures of different seasons, from calendars, old books, magazines and newspapers. The pictures should show the following: clothes, food, vegetables, fruits, and other items of different seasons. The students will also participate in bringing these items .

### **Activity-1.**

the teacher will start a discussion on different seasons with students, she will show pictures of different seasons and ask the following questions:

➤ How many types of seasons have you seen?

Is it the same season all the year round?

➤ How do you see the difference in seasons?

Do we wear the same clothes and eat the same food all the year round?

### **Activity-2.**

The teacher will ask the students to name different seasons and then define the word climate which is the sum total of all seasons. She will prepare slips of the names of the seasons and ask the students to match them with the pictures.

### **Activity-3.**

The teacher will ask the students what happens on the mountains when the temperature changes. Since the students live on the mountains they will talk about their observations and experiences.

The teacher will ask the following questions:

➤

➤ Why do people go to the mountains during summers?

➤ Winds blow from land to sea during winter and from sea to land during summer what causes this to happen?

➤ What are Summer Monsoon and Winter Monsoons?

#### Activity-4.

The teacher will make a model to show the students the origination of monsoon winds. with a large piece of brown paper she will show landmarks and with the blue paper she will show water. During summer( May to July ) when the temperature rises on land the air becomes light. The teacher will show with white arrows on the land how the air rises up as it is lighter, simultaneously the air over water stays at a lower temperature and pressure rises and pushes the air towards the land this is how the sea breeze blows during summer and cools the land. These winds coming from sea carry with them moisture also.

The teacher after explaining this process will ask the students to apply it on the map of Pakistan and describe how the summer monsoons bring rain.

The teacher will ask the students these leading questions:

1. Name the landmasses on the map of Indo Pakistan.
2. What are the water bodies on the given map of the subcontinent?
3. Where are the winds originating?
4. Which mountains block these winds?
5. What happens when the wind strike the mountains
6. What parts of Pakistan get rainfall due to summer monsoons?

#### ✓ Winter monsoons:

The teacher will ask the students to apply the same principle during winter when the land cools down more then water, which stays warm and the lighter air rises on sea.

The wind now blows from land to sea. These winds are dry and give no rainfall.

The students will apply this principle on the map of subcontinent and draw the winter monsoons on the given out line map. (Map of subcontinent)

#### The Cyclones:

The teacher will show pictures of cyclones to the students and ask them how they are formed? And also what happens during cyclones; this will describe how much the students know about cyclones.

#### Activities-1.

the teacher will draw whirlwinds on the blackboard to show how they move in circles and can encompass large areas of land. She will show how they originate.

Step 1: the intense heat will raise the temperature of air in a certain area.

Step 2: This will create a low pressure because the air will rise

Step 3: surrounding area will have high pressure

Step 4: The Wind will move from high-pressure to low pressure area

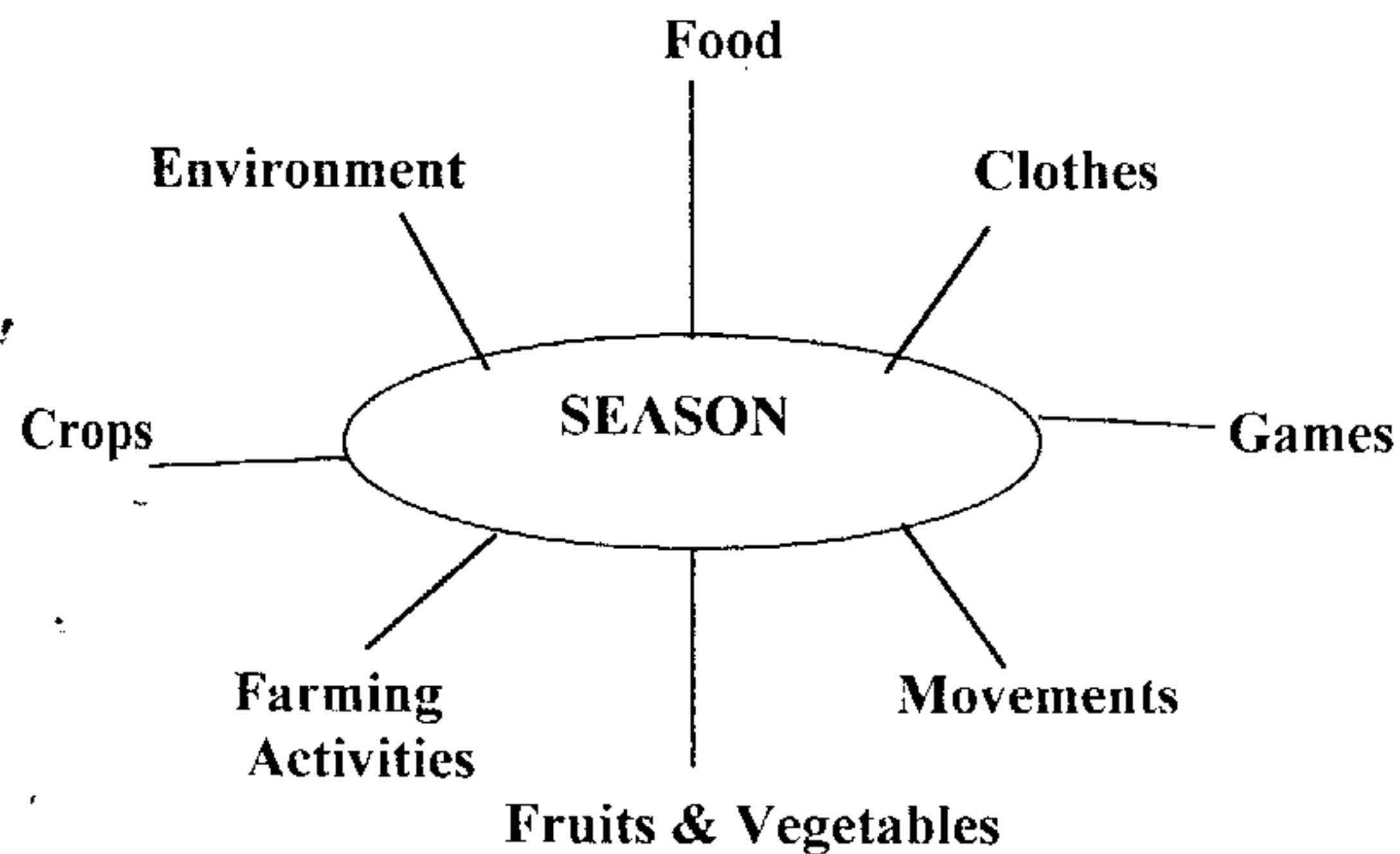
Step 5: this will cause the winds to rise up because of high-temperature

Step 6: these winds when rise up with cool and come down as a rain

Step 7: this rain is called cyclonic rain

### Activity-2

The teacher will divide the class in two groups and name them winter and summer. The students will be given the worksheets with the same title and asked to describe how life is affected during the two seasons.



(Worksheet 1 &2)

**Worksheet 3** This will be given to half the class to collect all the information about Summer Season. Following the example given above. They should be encouraged to collect pictures and stories about this season also write how they feel about the season. , Its advantages and disadvantages, they may also compare and contrast the two seasons✓

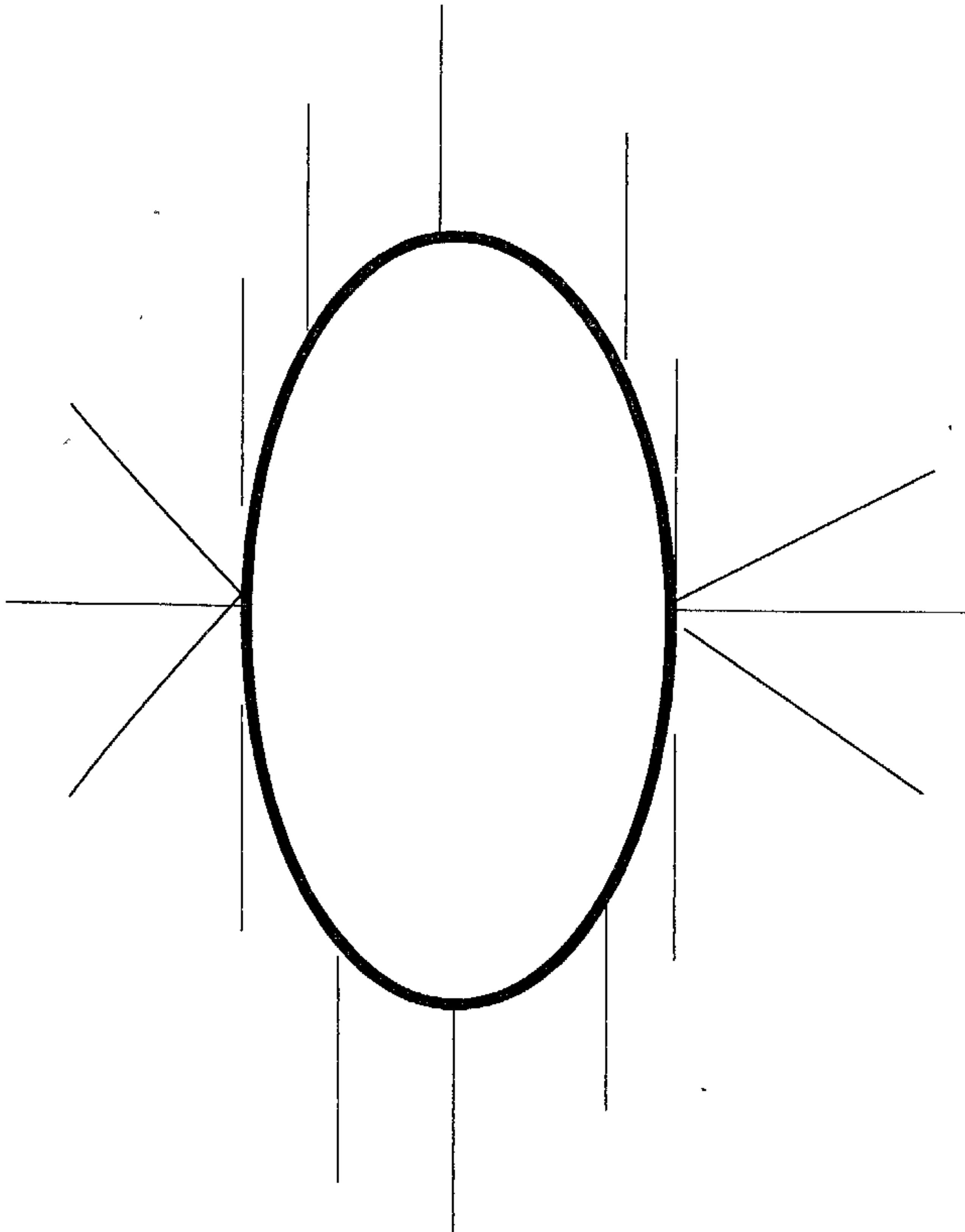
**Worksheet 4.** This will be given to the other half of the class and will do the same activity for Winter season .The two groups will present their observations to the class.

✦ **Evaluation:** the teacher will discuss how important it is to have both the seasons , and also highlight why Allah has created these for the benefit of life on Earth.





**WORKSHEET 1&2**  
**(Summer - Winter)**



## **Worksheet:**

### **Instruments for measuring weather conditions.**

**Activity3:** The teacher will divide the class into groups and each group will make models or draw posters of the following instruments:

1. Thermometer-----Temperature
2. Wind vane----wind direction
3. Barometer---atmospheric pressure
4. Anemometer-----velocity of wind
5. Rain gauge---measuring rainfall

The teacher will then describe each instrument and its utility for measuring different elements of weather.

## Worksheet

Sr No	Instrument	Drawing
1	Thermometer	
2	Wind Vane	
3	Barometer	
4	Anemometer	
5	Rain Gauge	



## Worksheet Climate

**Question-1:** Right True and False against each statement:

1. Pakistan has the same climate in all its areas. \_\_\_\_\_
2. During winters people go to the mountains areas like, Murree, Ziarat, Swat. \_\_\_\_\_
3. The climate of Karachi is moderate. \_\_\_\_\_
4. The highest recorded temperature in Pakistan is 54 degrees centigrade. \_\_\_\_\_
5. The northern mountains of Pakistan get no rainfall. \_\_\_\_\_
6. During summer monsoons the winds blow from land to sea \_\_\_\_\_
7. During winter monsoons the winds blow from sea to land \_\_\_\_\_
8. When whirlwinds cover some kilometers of the area they are known as cyclones \_\_\_\_\_

**Question-2 :** Match the correct answers:

Sr No	Instrument	Function
1	Thermometer	Direction of wind
2	Wind vane	Velocity Of wind
3.	Barometer	Temperature
4.	Rain Gauge	Atmospheric Pressure
5.	Anemometer	Rainfall

## **Irrigation**

**Purpose of The Lesson:** The students will develop a complete picture of Pakistan's irrigation system.

**Objectives:** The students will be able to:

- Identify the different methods of irrigation available in Pakistan.
- How different areas of Pakistan get their water supply.
- Define different types of canals
- Describe the Karez

**Background:** the teacher will make models, collect pictures or draw charts showing, the following:

- Canals
- Wells---tube wells
- Dams
- Karez

The class will identify and talk about these means of irrigation in their local areas. Living in the mountains they will identify the springs coming from the mountains, whose water is used for irrigation also.

The teacher should ask the following questions:

- Why do we need water?
- How can we carry water to different areas?
- How can we store water for long periods?

### **Activity-1:**

The teacher will give the outline map of Pakistan. The students will draw the following:

- Rivers
- Canals

The student will follow the path of rivers originating from the mountains and flowing south. The teacher will highlight the following facts about rivers of Pakistan---for canals to be made from them.

- The rivers flow all the year round.
- The speed of the rivers is slow---this helps the water to flow in canals and irrigate the fields
- The slope of the land has led to the flow of water North East to South West

### **Activity-2:**

The teacher will talk about the flow of the water in the canals and the usefulness of water, how it differs in different periods of year and the teacher will also introduce the concept of storage of water in dams and barrages. This stored water is released in canals periodically.

Making models of the two and showing how Gates are opened and water flows from them clears the concept of dam and barrage. The simple difference in the dam and barrage is highlighted in the model by showing that dams are located in mountains and barrages are located in plains. Dams are also used for producing electricity.

**Activity-3:**

The teacher will question the students about; how the Fields can be irrigated? She will introduce different ways of water reaching the fields through pictures.

- Canals
- Wells and tube wells
- Small dams and tanks
- Karez

**Activity-4:**

The teacher will show on the map of Pakistani these different ways of mitigation in different parts of Pakistani.

- Canal system in Punjab and in NW F P.
- Karêz in Balochistan
- Wells in Punjabi
- Small dams in Punjab
- Barrages in Sind

Pakistan has the best canal network in the world. These canals are of different types

- **Inundation Canals**--- -rainy season
- **Perennial canal**----by constructing barrages and dams
- **Non perennial canal**----rainy season
- **Link canal**----supporting canals



## Worksheet

### Main canals in Pakistan

#### NWFP

River Swat the canals irrigate \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_.

River Kabul, the canals irrigate, \_\_\_\_\_,

\_\_\_\_\_.

River Indus the Pchoor canal irrigates the areas of \_\_\_\_\_.

River Indus, the Chasma right bank canal irrigates the areas of \_\_\_\_\_.

**Activity 5 :** The Students will locate the following Canals and Barrages on the Map of Pakistan.

#### **Punjab:**

- a. River Indus or Sind
  - 1) Jinnah Barrage
  - 2) Taunsa Barrage
- b. Main canals of Punjab
  - 1) Upper Jhelum
  - 2) Lower Jhelum
  - 3) Upper Chenab
  - 4) Lower Chenab
  - 5) The lower Bari Doab
  - 6) Canals from Sutlej River at Punjnad and Islam

#### **Sind:**

- a. Guddu Barrage----Sukkur, Rohri, and Jacobabad
- b. Sukkur Barrage---7 canals
- c. Kotri barrage-----Kotri, hyderabad and Karachi.

**Non-perennial canals:** these canals during rainy season only when rivers' overflow, they are dry during winter season, when there is not enough water.

**The Link Canals or supporting canals:** these are taken out from River Indus, Chenab and Jhelum and support sutluj and Ravi which originate in India and have less water.

**Activity 6:** the teacher will build these canals on the map of Pakistan. The main canals and barrages will be drawn on the map.

**Wells:** the teacher will describe the process of constructing a well on the blackboard. she will find out from the students, if they have wells at home and if anyone of the students has seen how these wells are dug.

**Activity 7:** the teacher will draw the different layers of soil and discuss how the rainwater reaches different depths of the soil where it gets stored.

### **Persian Wheels:**

The principal for digging the wells is simple and the students will be shown how the digging is done and what is discovered at different levels in the soil the walls of the well are layered with bricks. Once the water is reached, ropes using cows or Buffalo's pull out water.

These wells function if the water table is high and rainfall is ample.

**Tube wells:** these wells are run by electricity with electric pumps. They draw more water and can draw water from deeper strata.

**Small dams and tanks:** these are reservoirs' of water.

**Tanks:** are made to store rainwater they may be Kacha or made of concrete.

**Small dams:** in hilly areas the streams of water are blocked and constructing small dams collect water. Small streams of water are taken out to irrigate the surrounding land.

The teacher can show the Tanks and dams through models, which can be made, with the help of the students.

**Karez:** This is yet another way of storing water for irrigation. This is called Karez. It has the following properties.

- They are short underground canals
- Mostly located under ground at the foot of the mountains.
- This water is taken out through Wells dug at a distance of 2 to 3 km to reach to the level of water.
- The channel of water being underground, water is not wasted because of evaporation.
- Persian Wheels are installed at some of the wells.

**Activity 8:** the teacher will explain a Karez by making a chart of the activity sheet and show the students how Karez are used for irrigation. The students will label the activity sheet.

**Activity 9:** the students will be asked to enlist the difference between a karez and an ordinary canal.

**Activity 10:** the teacher will divide the class into groups and give them the following work.

**Group A:** will work on the map of Pakistan and draw the rivers of Pakistan, highlighting the main Canals taken out from these rivers.

**Group B:** will work on the map of N W F P and draw in detail the rivers and canals of this province.

**Groups C:** this group will draw main barages of Pakistani on the map of Pakistan

**Group D:** will show the main dams of Pakistani on the map of Pakistan.

**Group E:** will list down the various methods used for irrigation in Pakistan. They will give a presentation in class on the large Wall of Pakistani to show how different areas of Pakistani use these systems.

**Group F:** will describe the importance of a well-developed irrigation system for the development of a country.

**Group G:** the students will prepare models of karez to demonstrate its working as a method of irrigation.

The teacher must emphasize on the overall view of irrigation system in Pakistan, its importance and development.

**Evaluation:** The students will be given questions from the exercise at the end of the chapter.



## Natural Resources

**Purpose of the lesson:** to develop in Students The awareness and conviction that Pakistani has been blessed with a number of natural resources and how it is benefiting from it.

**Objectives:** the students will be able to;

- Identify the natural resources available in Pakistan.
- Recognize the kinds of forests present in Pakistan.
- Discuss the importance of forests in Pakistan.
- Interpret and analyze the effects of cutting down the trees
- Identifier and expressed the importance of preserving the environment

**Background:** the teacher will prepare a chart to show the natural Resources. She will display in the chart natural resources like, rivers, forests, minerals, seas, fertile soil, sunshine, plains etc.

A discussion should be held in the class, to find out how much the students already know about resources and more specifically about natural resources. She will put questions like;

- What are the resources man needs to survive or live on this earth?
- What our natural resources and given by almighty Allah?
- What have we done to use these resources in a constructive manner?
- How many of their needs are fulfilled by these natural resources?

The teacher will lead the discussion to the importance of forests and use of trees and wood in our daily life. She will further continue by asking the names of trees that the students know of and describe their uses is in the products of wood. This will be at generalized discussion on forests and its importance, with this background the teacher will now start the following activities to introduce the topic material from book.

**Activity-1:** the teacher will place a wall map of Pakistani (physical features) and the students will label the natural Resources to be found Pakistani

- Rivers
- Minerals
- Forests
- Planes
- High mountains and snow
- People of Pakistani

The teacher will help the student for this by consulting an Atlas to show the areas where these natural resources are located in Pakistan. The students will analyze the Pakistan has a network of rivers and canals to support agriculture and plantation. The students will copy these labels on their own maps.

**Activity 2:** the teacher will now focus on the forests of Pakistan; the students will study the forests of N W F P

On the map of N WFP the student will mark the following areas that have a thick forest growth and draw the following trees of their area.

**a) Northwestern mountain forest----**soft wood

<u>Areas of Forests</u>	<u>Kinds of Trees</u>
Swat, Dir, Bonair, Shangla, Kohistan,	Chir, Deodar, Fir,
Chestnut, Kahu, Mansehra, Batgram, Abbotabad, Kaghan,	Jund, blackberry
Salt Range	Phulai

**b) Forests of the plain:** these are hardwood trees.

<u>Areas of Forests</u>	<u>Kinds of Trees</u>
Sahiwal forests, of Changa Manga, Sumbal Chicha-watni	Kikar, Shisham, Dharek and trees.

**c) Desert type of Vegetation:** due to lack of rain fall the force are scarce, but some vegetation is in the areas where water is available.

<u>Areas of Vegetation</u>	<u>Kinds of Vegetation</u>
<ul style="list-style-type: none"> <li>Thal, Southern part of Sind.</li> <li>Ziarat and plain area of Balochistan</li> </ul>	Wan Bechran forest, Sheesham, Babul trees, date trees, and bushes Juniper, and dry wood forests. Pine trees and almond trees.

The students prepare the map of Pakistan to show these forests on it. They will try to collect pictures of these trees for identification.

**Activity 3:** the teacher will divide the students into groups and give them each the following tasks.

- Each group will list the benefits of forests in general, this they will do this by brainstorming and discussion in their own groups.
- The students will divide the benefits under the following headings.
  - a. Climate effects
  - b. Use of wood
  - c. Beauty of the area
  - d. Tourism
  - e. Economy
  - f. Wildlife
  - g. Medicinal benefits
  - h. Shelter for all
  - i. Effects on soil

**Activity 4** the teacher will ask the students to prepare a list of trees and identify their uses. (Worksheet)

<u>Trees</u>	<u>Uses</u>
Timber, Sheesham,	-----houses and furniture
Kahu-----	-----Stocks and combs
Kikar-----	-----Ploughs and Persian wheels
Mulberry Woods-----	-----sports goods
Mulberry trees-----	-----Silk Worms
date Trees-----	-----Mats and Baskets

➤ **Activity 5:** The students will prepare a chart in the class with pictures of the following wildlife.

Wild goats, sheep and bears, foxes, leopards and tigers. Monkeys, pigs, snow leopards, Markhun, yak's etc.

➤ **Activity 6:** the students to name the agencies working to preserve the forests, environment and wildlife in Pakistani.

Activity: students will be encouraged to have a tree plantation campaign in school and neighborhood

➤ **Evaluation:** The exercise at the end of the chapter will be given to the students.

## **Agricultural Products**

**Purpose of the lesson:** the students will discover the agricultural products of Pakistan, and where they are grown in the country.

**Objectives:** the student will be able to:

- Identify the different method of agriculture in Pakistani
- Describe the different crops cultivated
- Report the different periods of cultivation
- Consider and volunteer to participate in the agricultural needs of the country

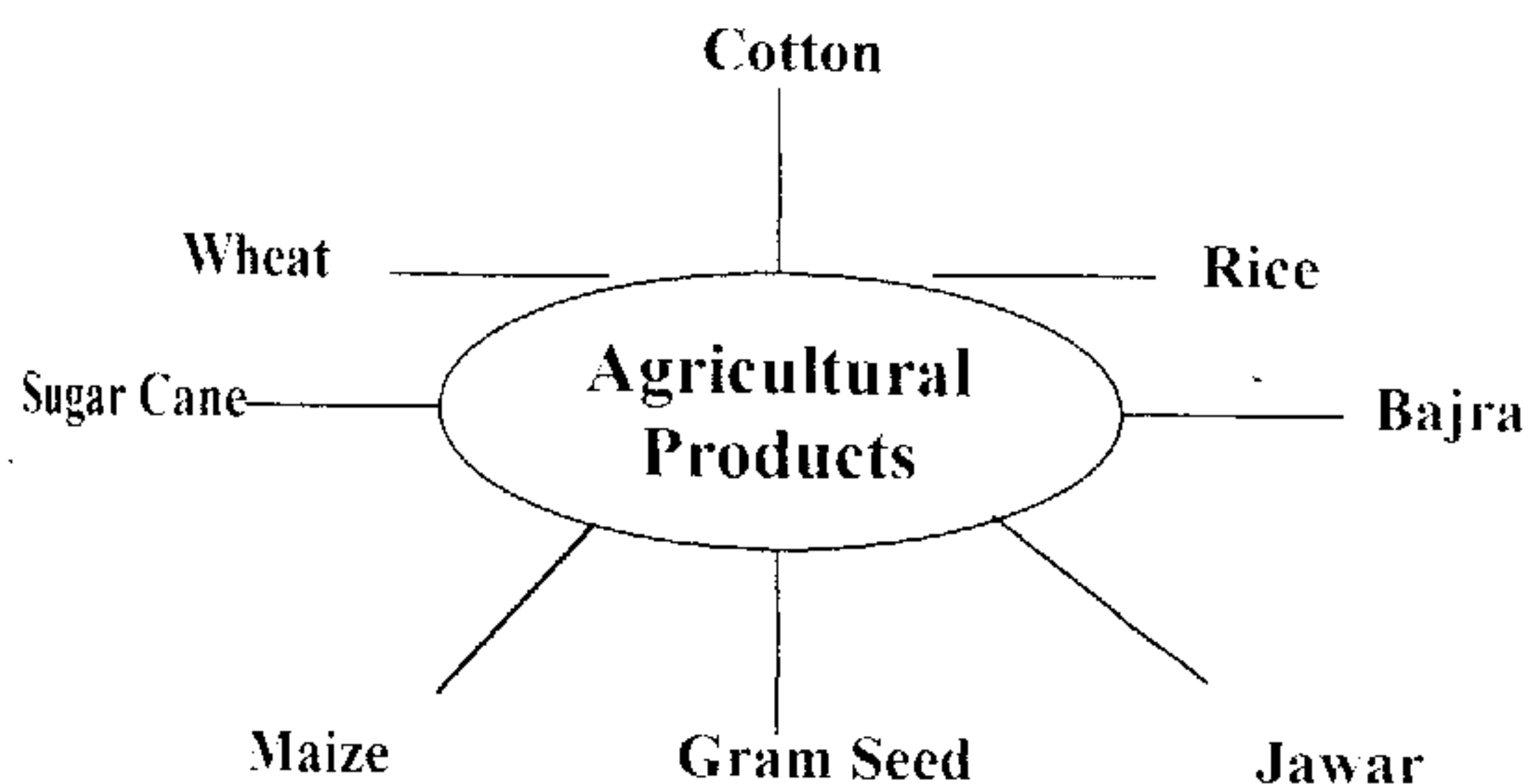
**Background:** the teacher will ask questions from the class to find out what they know about the agricultural products of Pakistani. She will also discuss that Pakistani is an agricultural country. Its economy depends on the crops it cultivates.

- Why do we need agricultural crops?
- What are the main crops of Pakistan?
- What our food crops and cash crops?
- What percentage of our population lives in villages?
- Which areas of Pakistani are good for agriculture?
- How are agricultural products stored?

These questions will be supported with charts and discussions. Here she will give the students the vocabulary for the topic.

**Words to learn** fertilizer, seeds, tractors, Godowns, food crop, cash crop.

**Activity 1** The students will name the crops they see in their own neighborhood. The teacher will bring samples of different crops cultivated in Pakistan. The students will match the name of the crop with the actual sample on the chart.





**Activity-2:** the teacher will describe the two seasons when crops are cultivated and because of this they are called by different names.

### **Rabi-crops**

### **Kharif Crops**

Planted during winter----- planted during summer

Harvested during summer----- harvested during winter

Wheat, Maize, Grams oilseeds. ----- Rice, Bajra, Jawar, cotton, sugar cane

**Activity-3:** the crops are planted in specific periods of the year and they require special soil and fixed quantity of water. The teacher will give activity sheet to the students to prepare a chart of each crop

Name of the crop--condition for cultivation--areas of cultivation--kind of crop, cash/food (Worksheet)

**Activity-4:** The students will describe how they can utilize the fruits and vegetables in their diet and add to the production of these crops.

The students can start a green belt in the school and at home. They can begin by planting some fruit trees and vegetables at home and in school.

**Activity-5:** the teacher must talk about the use of insecticides (Germ killing medicines) on fruits and vegetables and how the users must take precautions while eating fresh fruits and vegetables. The students will make a list of these precautions.

- Wash the fruit/vegetable
- Check the fruit/vegetable if it is damaged by any animal
- If the fruit/vegetable is not rotten, or over ripe

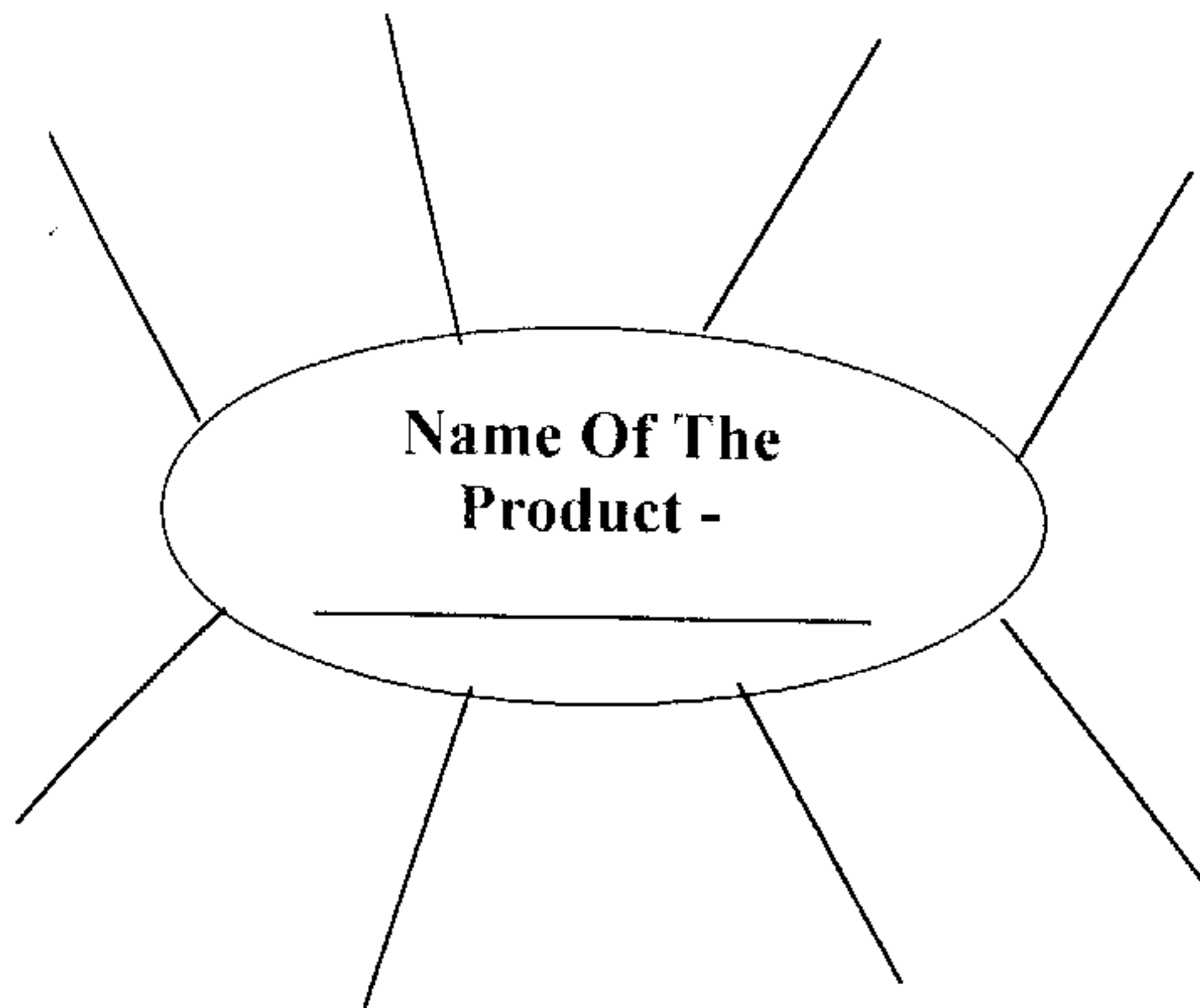
The student should be encouraged to add to the rules.

**Evaluation:** the student should attempt the question given at the end of the chapter.

## Worksheet ( Activity 3)



Agricultural Product



### **Worksheet-Activity -3**

<b>Sr No</b>	<b>Name of the Crop</b>	<b>Conditions For Cultivation</b>	<b>Areas of cultivation</b>	<b>Kind of Crop. Cash / Food</b>

### Worksheet ( Activity V)

### List Of Precautions For Eating Fruits And Vegetables

<u>Sr.No</u>	<u>LIST OF PRECAUTIONS</u>
1.	Wash the Fruits and vegetables with clean water.



## Minerals and Energy Resources

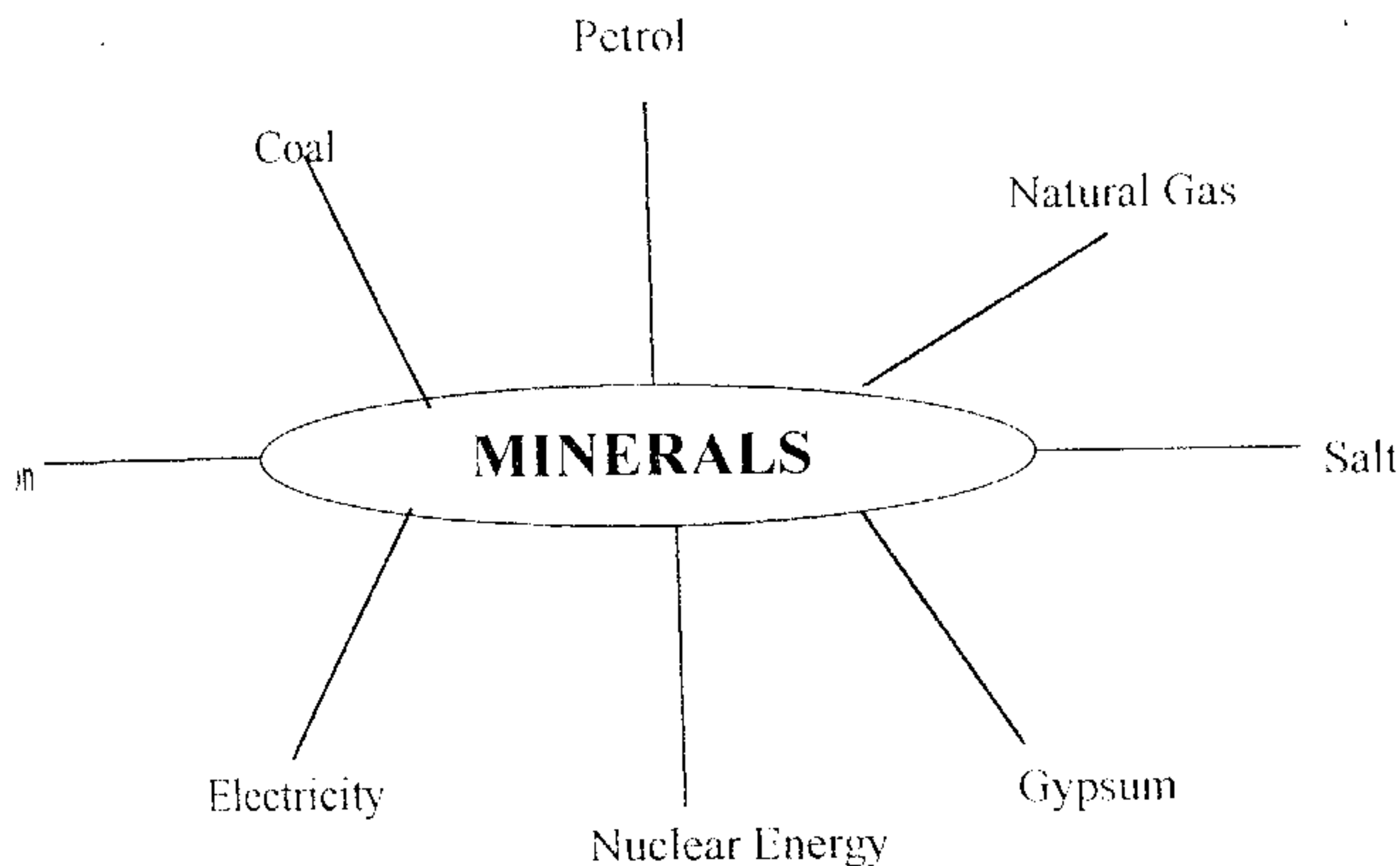
**Purpose of the lesson:** the students will develop knowledge about different sources of energy and its utility in their life.

**Objectives:** the students will be able to.

- Identify the different sources of energy found Pakistan.
- Locate the sites on the map of Pakistani where these minerals are found.
- Describe the uses of these minerals in different areas of life.

**Background:** The Teacher will talk about minerals by showing pictures of certain minerals to the students, these pictures would include pictures of mines, coal, gas, Petrol, salt, iron, electricity etc. The students will describe the uses of the minerals as they see in daily life. The teacher will lead the discussion to the sources of these minerals, where they come from. She will also show on the map of Pakistan how these minerals are located in different areas of Pakistan. A cluster to name the minerals and energy resources will be prepared by the teacher on the blackboard.

### Minerals and Energy Resources Of Pakistan



**Activity-1:** the teacher will divide the class into groups and each group will be given one mineral to do work on. They will be given a worksheet to fill with the information from the book and a map of Pakistan to label the areas where the mineral is available.

## **Worksheet on Minerals And Energy Resources Of Pakistan**

(Map of Pakistan to show the location of the mineral.)

Sr No	Found At	Uses

**Activity-2:** the teacher will discuss the availability of energy resources in Pakistan.

**Sources of Energy.**

- Hydroelectricity
- Thermal power
- Atomic Power

Students will match the fuel for producing the energy with the kind of Energy.

Fuel	Type of Electricity
Water	Atomic Power
Natural Gas	Hydroelectric Power
Coal	Thermal Power
Uranium	

**Activity 3:** the teacher will find out from the students, how the increase in population affects the energy requirements of the country. What measures can be taken to meet this situation.

**Evaluation:** the teacher will use the questions at the end of the chapter for evaluation.

## Cottage Industries And Factories

**Purpose of the lesson:** to familiarize the students with the culture and craft of Pakistan. And to make the students knowledgeable about the industries of Pakistan.

**Objectives:** the students will be able to:

- Observe and describe the handicraft of Pakistan.
- Locate the places on the map where these crafts are made.
- Known about the kind of factories and industries and Pakistan.
- Identify the role of women in cottage industry.
- Analyze how local industry helps in meeting the needs of the people and adds to the economy of the country.

**Background:** the teacher will find out from the students about the local handicrafts. They will describe the crafts and if possible its making, and availability in the market.

The teacher will collect pictures of handicrafts from all over Pakistan, posters, postcards real products etc for showing to the children.

**Activity-1:** the best method to teach this topic is to prepare an exhibition of the handicrafts and students participate in making the display.

The teacher will involve the students in putting up the pictures and posters.

The students will prepare a list of items they see in the pictures, and name the places where they are made.

**Activity2:** the teacher will display the map of Pakistan and the students will put slips of items like, leather goods, sports goods on places where they are made.

This way the students will discover that items of handicraft are made in different parts of Pakistan, and they are different from each other. The local culture and lifestyle of each area affects its handicrafts. The students will observe and discuss the crafts and its making. The teacher will describe how the people work with their hands to make these crafts, value of handwork will be discussed.

**Activity-3:** the teacher will bring real objects or pictures of the following items to the class.

- |                     |                    |
|---------------------|--------------------|
| 1. Cotton cloth     | 2. Wollen cloth    |
| 3. Silk cloth       | 4. Sugar           |
| 5. Cement           | 6. Fertilizer      |
| 7. Iron             | 8. Glass           |
| 9. Telephone        | 10. Match          |
| 11. Biscuits        | 12. Cars           |
| 13. Cycles          | 14. Papers         |
| 15. Sports goods    | 16. Surgical goods |
| 17. Drinks          | 18. Drugs          |
| 19. Stainless steel |                    |

The students will find out where these products are made in Pakistan.



And locate the cities and towns of manufacturing these items and note them on the worksheet given.

### Worksheet (Activity 3)

[illegible]

**Activity-4:** the teacher will ask the students the following questions to build awareness of environmental damage the factories are causing.

1. Where are the extract; and waste products of Factory thrown?
2. How does this affect the soil water in that area?
3. When a factory opens, how does the community benefit from it?

**Activity 5:** This is a good topic to integrate the following Environmental concepts to the topic of Industries.

Pollution, Air, water, Soil and Noise.

Population concentration.

Needs of the workers: Educational, Health, Shelter, Food etc.

**Evaluation:** the students will be given an outline map of Pakistan to show the important industrial cities of Pakistan and label them.

The exercise at the end of the chapter will be given for evaluation.

## **Population and occupation**

**Purpose of the lesson:** the students will develop awareness about the way Population is distributed in Pakistan. And the role of cultural differences and importance of different cities of Pakistan.

**Objectives:** the students will be able to:

Identify the factors for people to settle in a place.

- Recognize how physical features play a role in settlements to develop.
- Relate the occupations of the people with the needs of the areas, and the facilities available.
- Relate the distribution of the population in rural and urban areas, Literate and illiterate people, religious distribution.
- Describe the different culture of Pakistani found in all the provinces.
- Describe the importance cities of Pakistani.
- Cooperate and participate in building relations with people in different provinces.
- Review the tourism opportunities and Pakistani.

**Background:** this lesson has three parts.

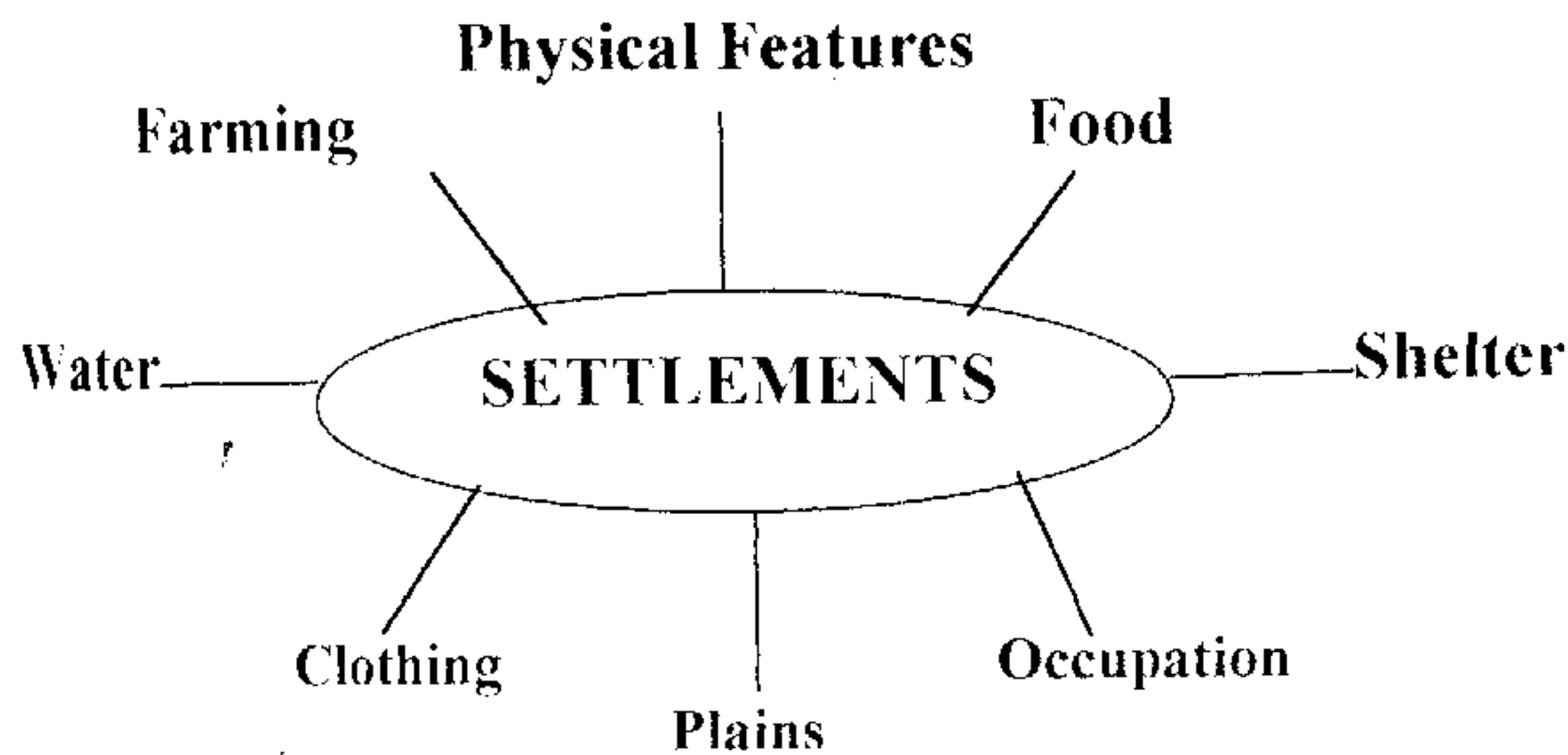
- Population and its distribution
- Occupations.
- Important cities

The teacher will have to teach them in three separate sessions.

## Population

Activity-1: The teacher will discuss the following question with the class.  
Class will carry out a brainstorming session with key factors noted in a cluster.

- How do people decide where to settle, make a home and raise a family?



After the discussion the teacher will put up the map of Pakistan. And show the students the areas, which are more densely populated and sparsely populated. The teacher will ask the students to identify the reasons for more Population in Eastern part of Pakistan as compared to Western part.

The students will identify the following reasons for more dense population in the Eastern part.

- Network of rivers and canal system
- Agricultural facilities.
- More job opportunities due to industries.
- Life is easy in plains.
- Comfortable temperature.
- Means of communication are better.

Similarly in the south along the coastline is Karachi with International Airport and Seaport, which makes it attractive for Trade and Industry, and as such more job opportunities and increase in population in this area.

**Activity-2:** The teacher will show to the students on the map, the ratio of population in the rural and urban areas of Pakistan.  
The students will list the reasons why this pattern has developed.

**Activity-3:** Another way the students can study the Population pattern is on the basis of literacy. They will identify the rate of literacy amongst men and women.



**Activity-4:** The teacher will ask the question.

**What is religion which most of the Pakistanis follow?**

This will lead to a discussion about minorities and people of other religions living in Pakistan. It'll be the right time to recognize the fact that showing tolerance and accommodation people from all religions can live together.

**Activity 5:** The students will draw a chart to show the different religions and their places of worship. Students will write about the cities where they are located in Pakistan.

Sr No	Religion	Place of Worship
1.	Islam	Mosque
2.	Christianity	Church
3.	Buddhism	Temple
4.	Hinduism	Temple
5.	Sikhism	Gurdawara
6.	Zorisism ( Parsi )	Temple

**Occupations:**

**Activity 1.** The students will make a list of professions they see all around them, they will collect pictures of people involved in different professions and make a chart out of them.

The teacher will divide the class in groups. Each group will read and present about any one occupation for example mining, farming etc

**Activity2.** The teacher will lead the class to an investigation, on how people are dependent on each other in the society. People need the services of each other for their survival.

Each student will write an essay on

**“ How other people influence their needs in life?”**

**Of our language, dress, and living:**

**Activity 3:** The teacher will show the posters of different provinces of Pakistan with pictures of people and their life style in all these provinces.

The class will be divided into five groups with one group preparing to study one province. And one group will study things in common to show what the Pakistanis have in common from all provinces.

Group A -----NWFP

Group B-----Punjab

Group C-----Sind

Group D-----Balochistan ,

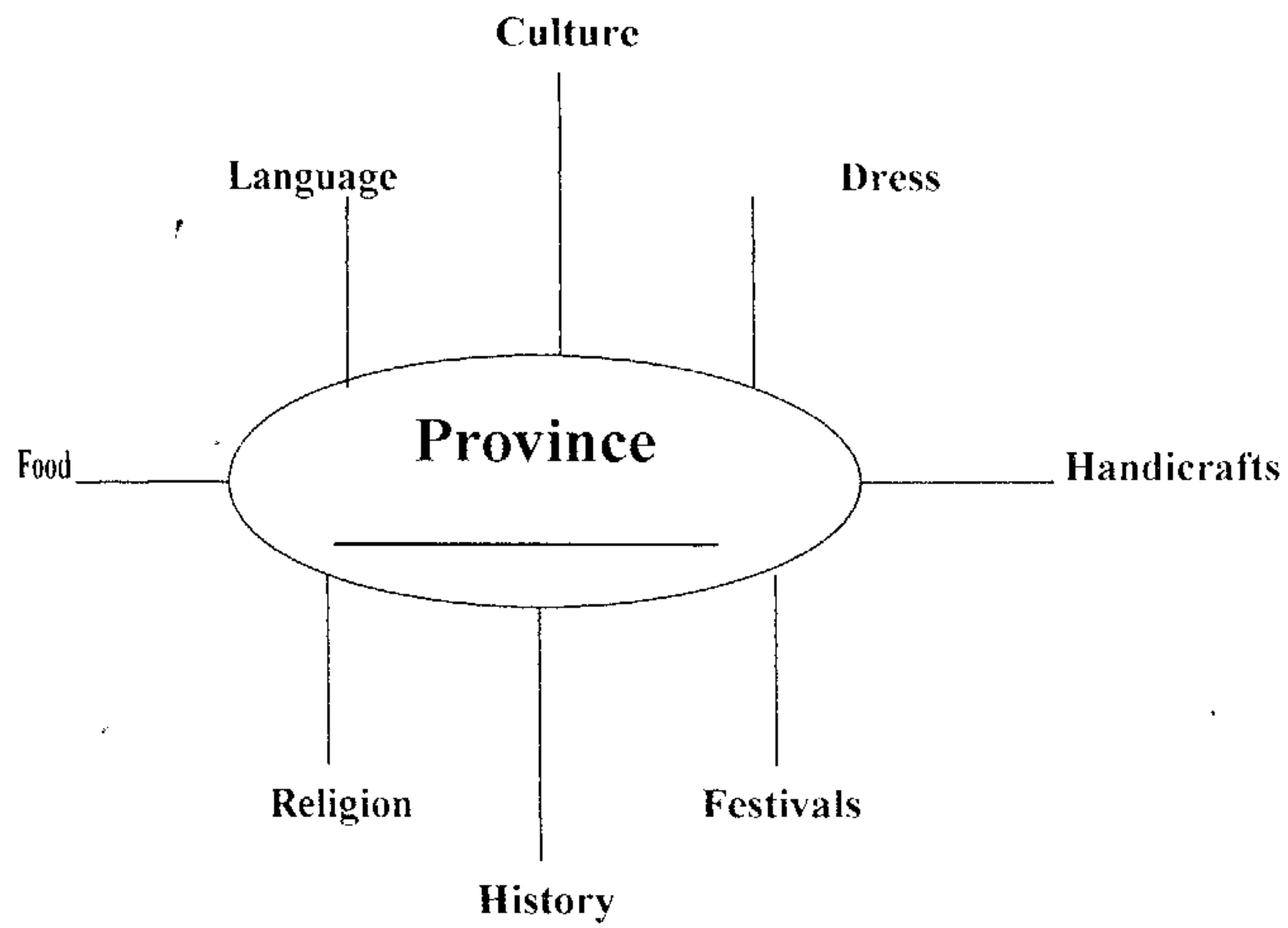
Group E ----- Pakistan

Each group will make a presentation on the province given with the help of Posters, Pictures, postcards, and handicrafts.

The students will analyze that although provinces are different in their dress and 'festyle but they live together because they are all Muslims.

## **Worksheet**

### **(Our Language, Dress and Living)**



## **Important cities**

### **Activity 1:**

The teacher will bring the pictures of some famous spots of Pakistani for example Minar-e-Pakistan, Mausoleum of Quaid-e-Azam, Karakoram mountains, museums, cultural festivals, universities etc. The students will identify them and guess which city they belong to.

The teacher will ask the following questions.

**Question-1:** Are all the cities of Pakistan important for the same reason. If not, list the reasons for their importance.

**Answer-1:** The reasons could be any one of the following.

- Historical
- Industrial
- Government's seat
- Tourism
- Old city
- Handicrafts and cottage industries
- University towns
- Military centers
- International Airport and seaports etc

The teacher will discuss the important cities given in the book with the above points in mind. The students must discover the role of each city in contributing to the building of Pakistan.

**Activity:** The study of all cities is important for students to know the potential and capability of each city and how each city is participating in the development of Pakistan. For this development, the relationship of provinces should be good, cooperative and people should live in harmony with each other, a sense of brotherhood should prevail in the country.

The students will identify how all this relationship can be further strengthened through school and children's activities.

### **Tourism in Pakistan:**

#### **Activity 1:**

The teacher will ask the students to brainstorm and list down what are the places of interest for tourists in Pakistan.

**Question-1:** What are the places, which you would like to see if you visit another country?

**Answer-1:** The students will suggest certain places, which should be noted on the blackboard in a table form.

**Evaluation:** The students will be given exercises from the end of the chapter.



## **Worksheet (Tourism In Pakistan)**

### **Areas of interest For Tourists**

### **Places in Pakistan**

- |    |                      |
|----|----------------------|
| 1  | Nature               |
| 2  | Mountains            |
| 3  | High peaks           |
| 4  | Valleys return       |
| 5  | Historical places    |
| 6  | Forts                |
| 7  | Old buildings        |
| 8  | Historical mosques   |
| 9  | Museums              |
| 10 | Archaeological sites |
| 11 | Parks                |
| 12 | Lakes                |
| 13 | Highways             |

## **Public security**

**Purpose of the lesson:** to develop in children a sense of security. The country they live in is safe from outside and inside dangers.

**Objectives:** the students will be able to:

- Identify the dangers from inside and outside the country
- Differentiate between physical dangers and attacks on the country, and dangers of terrorists activities within the country.
- Related agencies in the country that are responsible for the security of the country.
- Volunteer services for the security of the country.

**Background:** the teacher will bring to the class the pictures and news items from the local newspapers showing the security of the country, effected by local and outside actions.

**Activity 1:** the students will classify situations where the inside actions cause danger to the state and where the outside forces are acting on the country.

**Activity 2:** The students will be asked to bring pictures of law enforcing agencies like Army, Air Force, Navy, police, civil defense, volunteer core, fire brigade.

The class will be divided into groups and each group will take the role of an agency named above. Each group will describe how they are defending the country? And making the life secure for people from outside attacks on land, air and sea.

**Activity 3:** the teacher will describe that all these actions require Finance to run the agencies and departments. She will question :

### **How does the Government get money?**

The students will give their ideas, and the teacher will direct them that:

- People pay taxes
- Farmers pay taxes
- Industrialists pay taxes
- Revenue collected through other agencies

The students will analyze how all government departments have to work together to keep the government affairs running.

**Activity 4:** the teacher will bring pictures and news items about road accidents and the students will read the news in the class, they will discover how accidents are caused due to neglect and not obeying the traffic rules.

The teacher will make the children follow the rules for pedestrians in the school grounds. Or if possible she will take them outside on the road, and the students will practice how to cross the road and also the crossroads

While walking on the road, the use of footpath and direction of traffic will be highlighted by the teacher.

**Activity 5:** students will be asked to list down the qualities of a good citizen.  
how can they serve the country as a student.

**Activity 6:** the students may be asked to interview some armed forces people for their duties and actions which they have performed during their service.

**Activity 7:** to describe the duties of a policeman, it would be ideal to bring a policeman or policewoman to talk to the children how they can make the environment free of terrorist activities, and advice the children to stay alert and active in looking after their neighborhood.

**Evaluation:** The students will solve the questions given at the end of the chapter.

## Administration of the country

**Purpose of the lesson:** to build awareness about the importance of rules and laws in any organization for proper functioning. And lawful living of the citizens.

**Objective:** the students will be able to:

- Define the importance of rules and laws
- Explain what is Constitution
- Translate the terms Democracy, Islamic, federal
- Describe the federal and provincial governments set up
- Understand the workings of Mohtasib office.

**Background:** this chapter will be taught through role-play and Students will be given the designations required to run the government of Pakistan. The teacher will draw an organizational chart to show the structure of government.

**Activity-1:** The students will prepare a time line to show the evolvement of 1973 constitution

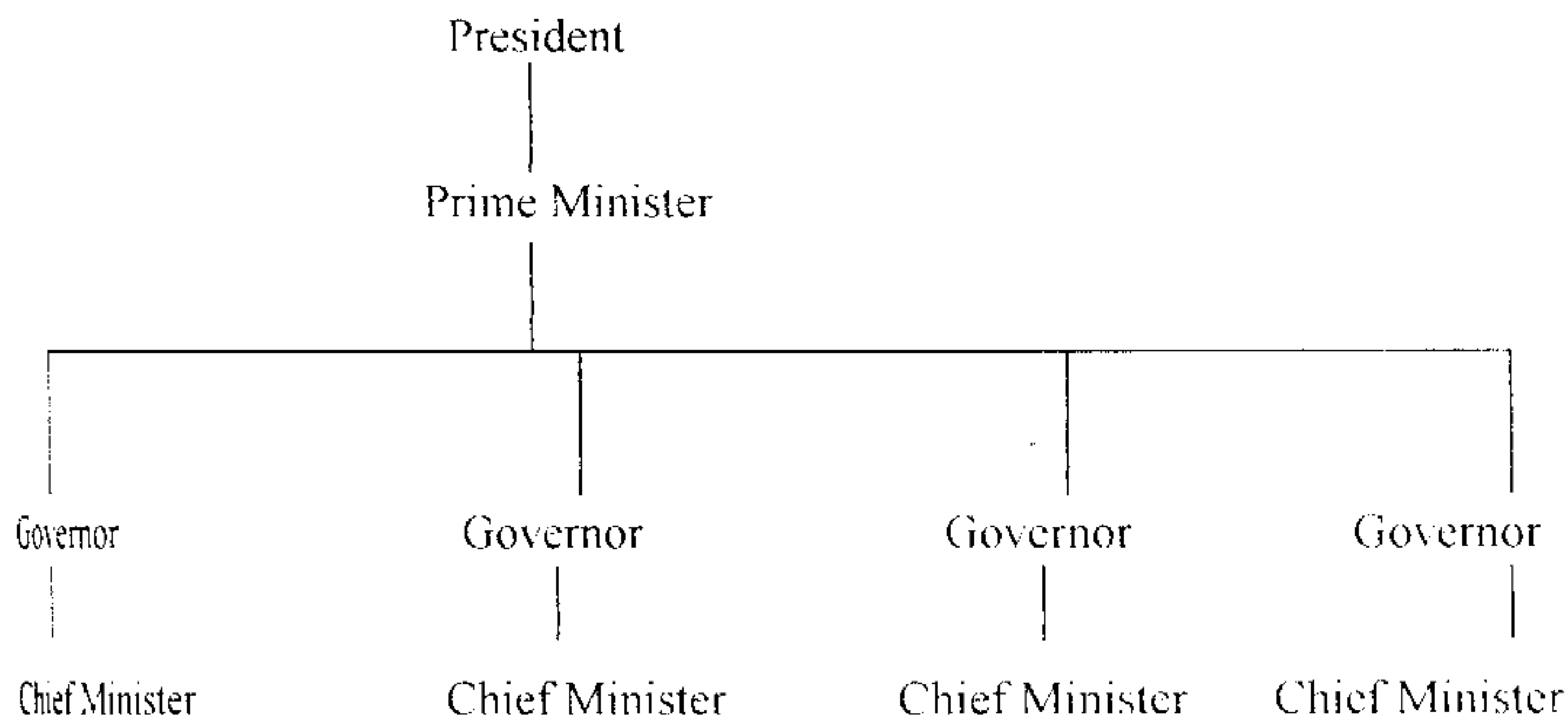
**Activity-2:** the teacher will write these words, democracy, Islamic and federal on the blackboard so that the students give their ideas and explain what they think these terms mean.

The teacher will relate these words to Pakistan and give the conditions for each term to be implemented. (As given in the book)

**Activity 3:** the teacher will select the students for the following roles and made them sit like a cabinet in meeting.

- President---1
- Prime Minister---1
- Governors---4
- Chief ministers--

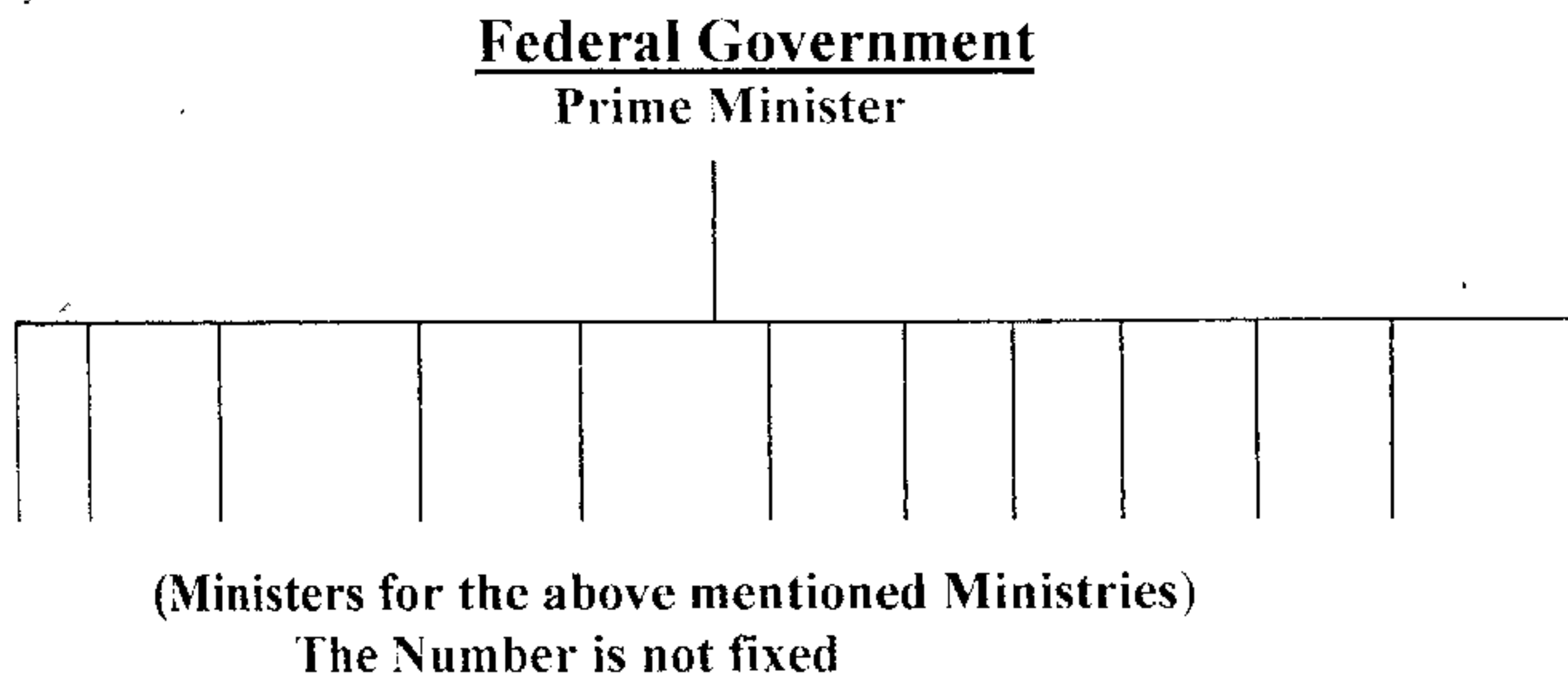
### Government Of Pakistan



Federal government has the following ministries.

1. Defense
2. Finance
3. Foreign affairs
4. Interior Minister
5. Kashmir Affairs and tribal areas
6. Information
7. Trade
8. Education
9. Religious Affairs
10. Hajj and Auqaaf
11. Planning Minister
12. Civil aviation
13. Environment
14. Railways
15. Electricity
16. Tele-Communications
17. Gas and petroleum

The students will represent each ministry by a minister and briefly describe what each ministry does.



**Activity 4:**

The students will draw a chart to show the composition of the parliament and the Senate, after reading from the book. And also describe the functions of each agency.

**Activity 5:** The students will describe the role of Mohtasib in providing justice to, common man.

**Evaluation:** The students will be given exercises from the end of the Chapter.



### Means of transport and communication

**Purpose of the lesson:** the aim in this lesson is to give the students awareness and importance of different types of Transport and means of communication in use.

**Objective:** the students will be able to:

- Identified different modes of transport, land, air and sea
- Locate different railway lines on the map of Pakistan
- Describe the working of railway department
- Name some important railway stations
- Describe the working of road transport authority
- Described the working of airline's working in Pakistan
- Explained the international sea port of Karachi and shipping, the working of Shipping Corporation
- List the main means of communication available Pakistan
- Differentiate why different means of communication are used

**Background:** the teacher will divide this chapter into two sections.

- Means of transport
- Means of communication

She should collect pictures for both these topics

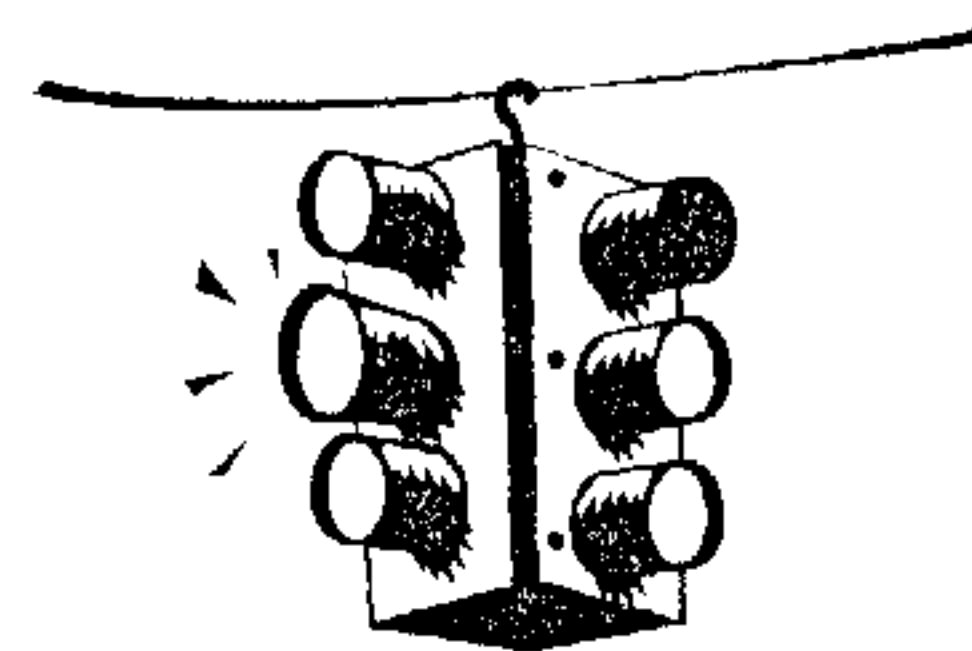
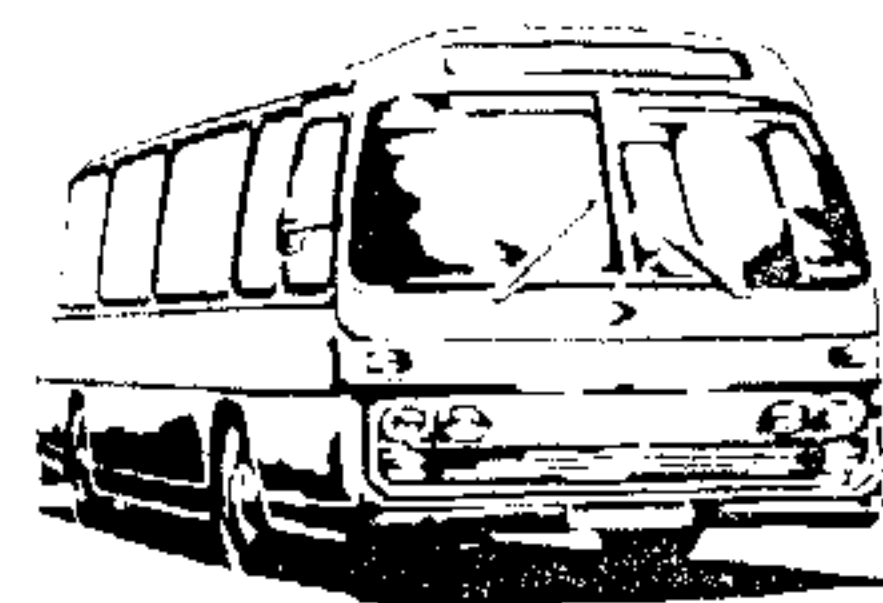
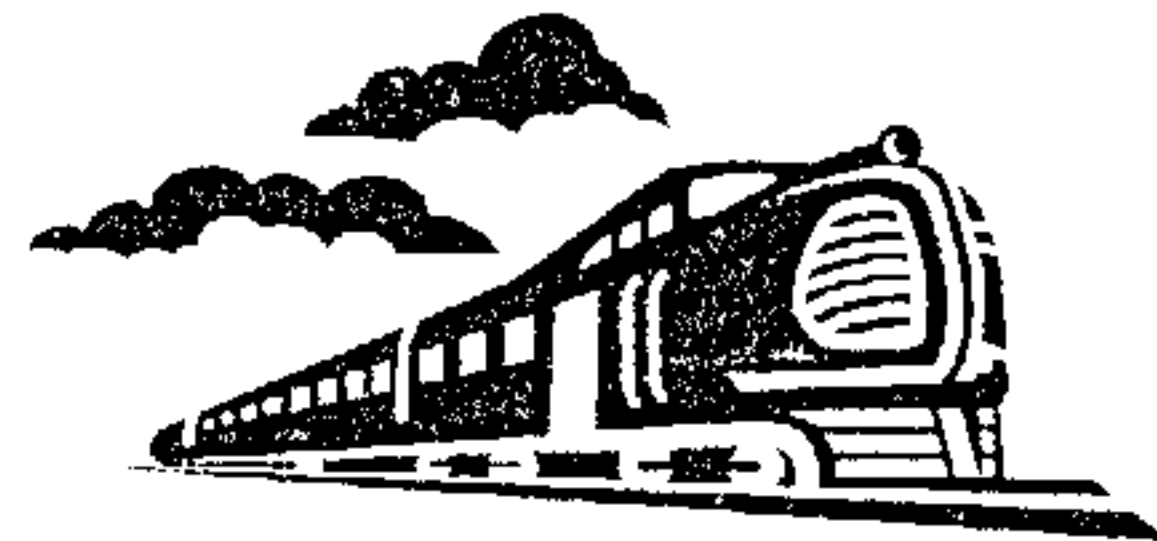
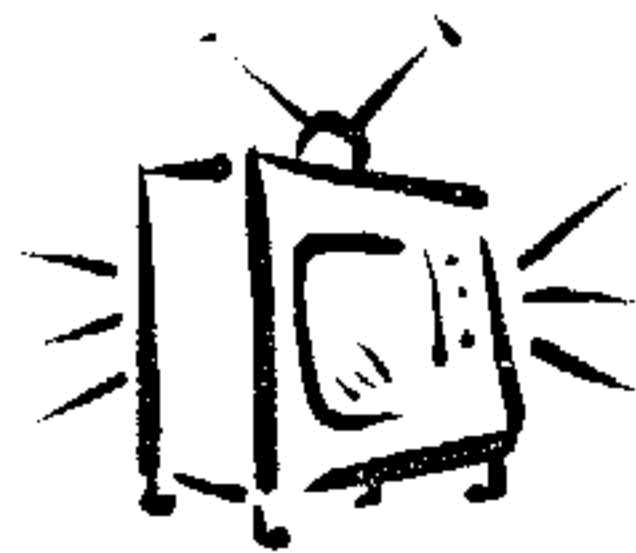
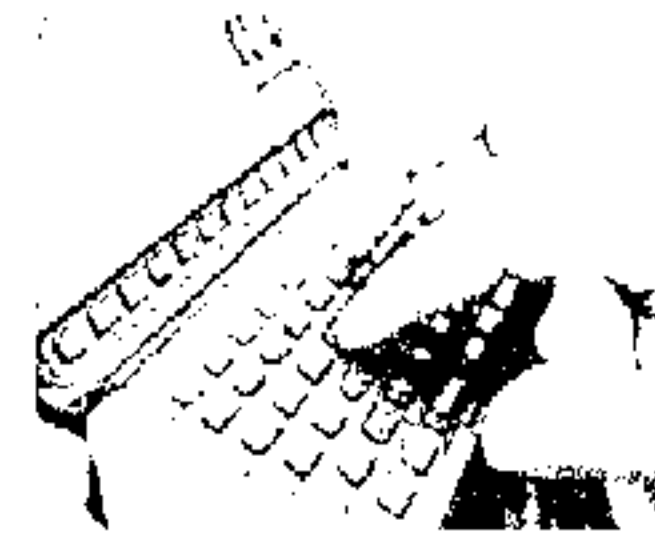
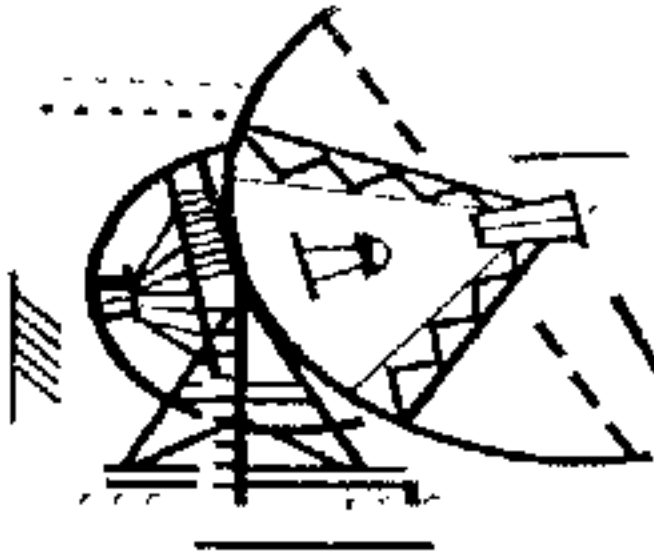
**Activity-1:** the teacher will ask the students to name the means of transport used in Pakistan. The students will be asked to separate the ones, which require fuel and the others, which do not. The students will also classify the transport on the basis of usage on Land, Air or water.

### Name the Vehicles used in the following places

AIR	WATER	LAND

[illegible]

## Name The Means Of Transport And Communication



**activity-2:** the teacher will discuss the need for transport, and list down these reasons on the blackboard. She will divide these reasons into two categories on the basis why some require quick and faster movement and the others are daily movements at normal pace.

The teacher will divide the reasons on the basis of distance some places are very far and can only be reached comfortably by air or sea. She will give examples from within the country on the map.

Teacher will show pictures of Airports and Aircrafts showing the interior of the plane.

The students will be given the following vocabulary.

**Airport, aircraft, pilots, airhostesses, Cabin, tales, wings, Engine.** The teacher will show all these to the students in the pictures.

The students will list the names of airplanes operating in Pakistan.

- The P.I.A.
- Aero Asia
- Bhoja Airlines
- Shaheen Airlines

**Activity 3:** the teacher will ask the students if anyone has traveled by train, Sea or air, she will ask them to describe their journeys. The students will be encouraged to ask questions.

**Activity 4:** the teacher will show the pictures of a port and describe the following activities taking place.

- Getting off the luggage from ships
- Godowns
- Trading facilities
- Port trust security
- Management of boats and ships

### **ommunication:**

**activity 1:** The students will be asked to describe, how people and goods are transferred from one place to the other by railway, Planes and boats.

**ity-2:** The students will identify the important rail lines on the map and also some important railway stations.

**tivity-3:** The road network is longest means of transport in Pakistan it is 35180 kilometers long. The students will only follow some important road links on the map of Pakistan.

the teacher will discuss the importance of good railway network in the country as a factor in bringing the people close to each other. They can improve trade and reach the markets for sale of goods. People of rural and urban areas can benefit from each other because of good roads. The students will be asked to list the benefits of good transport system in the country.

Main roads:

- Torkham to Lahore

- Lahore to Karachi
- Lahore to Quetta
- Quetta to Karachi
- Lahore to Mari Indus
- Karachi to Hyderabad Superhighway
- Lahore to Rawalpindi Motorway
- Rawalpindi to Peshawar Motorway

**Activity-4:** for covering long distances in a short time we use air traveling. The students will mark the important airports on the map of Pakistan.

**Activity 5:** the teacher will ask the students how they send messages to each other in the following situations.

- In the neighborhood.
- From one city to the other.
- From one country to another.
- Within the offices.
- News from all over the world.

The students will give their opinion on the above statements and name the means being used for communication.

**Evaluation:** the questions at the end of the chapter will be given to the class.



## **Welfare institutions**

**Purpose of the Lesson:** the students will develop awareness about the services the country offers. And also become sensitive about the welfare of the people around them

**Objective:** The students will be able to:

- Identify the needs of the people in different areas of life
- Recognize the need for Institutions in these areas
- Identify the existing organization providing the services in health, education etc.
- Dramatize some situations where such organization can help
- Locate the offices of these organizations in their own areas

**Background:** the teacher will discuss with the students the kind of problems that they face are their friends and family faces in running day-to-day life. The teacher will help the students in dividing these problems into two categories. The ones which the family can solve on their own and the others for which they require help from other organizations.

The teacher will not lead them to the services where the government and non-government organizations provide for their citizens.

**Activity-1:** the students will be divided into groups of four to five and they will be given the task to identify the problems of the following nature.

- Personal problems
- Family problems
- Neighborhood problems
- National problems etc.

After this the students will discuss these problems in the class each group will read their list of problems. The students will analyze that many problems are common to the people, and come from some common areas of life, like education, health, poverty, etc.

**Activity-2:** The teacher will now write the following titles on the Blackboard.

<b>Educational</b>	<b>Health</b>	<b>Poverty</b>	<b>Miscellaneous</b>
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The students will be asked to list their problems under each heading.

The teacher will now refer to the book and students will classify the Organizations into each of these categories. Worksheet for both is given to the students.

The students will discuss which organization can help or serve for which problem.

**Activity-3:** The institutions have offices located in different parts of the country. The students will locate and find out about their offices in the country, and in their own areas

The students will be helped to find out the telephone numbers of these agencies and their address so that they may write to them and find out about their services.

**Activity-4:** the students will follow a group of volunteers in the class to see how they can help the school and the neighboring community.

- Old people
- Cleanliness
- Teaching the street children

**Activity-5:** A group of students will form a Hilal-e-Ahmar society in the school and make a First Aid box to help the children in small injuries and the school. They may be trained in cleaning the wounds, tying bandages etc.

**Activity-6:** the school will make a body of girl guides and the boys will form a body of scouts. The students will take oath and follow the rules to help the school run. The uniform of girl Guides and scouts is also introduced by the teacher. If not for all children then one model may be prepared.

**Activity-7:** the students to identify the places for recreations in their community and see how the school can help improve it for example parks, zoos or museums.

**Activity-8:** the students to list the benefits of saving and name the institutions, which help in this function.

**Evaluation:** The students will attempt questions given at the end of the chapter.

## **Problems and their solutions**

**Purpose of the Lesson:** the students will develop problem-solving skills and decision-making skills.

**Objectives:** the students will be able to:

- Identify problems of their society and community
- Classify and list them according to the given categories
- Logically suggest solutions to each problem

**Background:** the teacher will use the daily newspaper while teaching this chapter. She will bring some old newspapers to the class and divide the students into groups. Each group will be given an issue of the paper to work with.

**Activity-1:** the students will cut out the news items and pictures, which show problems of the country. They may be divided into the following categories.

- Environment
- Poverty
- Education
- Transport
- Population
- Food and nutrition
- Security
- Un -employment

Students will prepare charts on the problems given above; each child will be allocated a single problem to investigate in detail. The children can discuss and collect information from outside the school also, they may ask their elders at home or other teachers in the school. They will make presentations in the class under the following headings.

## Worksheet Problem Solving Report

Topic: Problems and their solutions

Problem: \_\_\_\_\_

Existing situation: \_\_\_\_\_

Physical Environment \_\_\_\_\_

Emotional Effects \_\_\_\_\_

Causes of the problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

News items \_\_\_\_\_

Actions taken \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Research Report** **(Class –5)**

**Topic Researched:**

\_\_\_\_\_

**1. I choose this Because:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. The most interesting things I learned from my research are:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. From my research I found that:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. The information about my topic came from.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Newspaper Items and Headings other Pictures

**Activity-3:** the students should be encouraged to Analytically deal with problems and make recommendations for their solutions. The teacher will pose problems of the school and ask the children to discuss and find options for the solutions.

problems:

- how to keep the class clean
- out to encourage the students to come clean to the school
- in what ways can the neighborhood of the school be kept clean

The students may identify their own problems of health, living together etc

**Evaluation :** The students will be given the questions at the end of the chapter.

## **Historical personalities**

**Purpose of the Lesson:** these Personalities are presented to the students as role models for leading an meaningful life, good Muslim, patriotic Pakistan, and acting as an agent of change in the society.

**Objectives:** the students will be able to:

- Identify the qualities of these role models
- Describe the life of each leader
- Dramatize the role of some of these personalities
- Sketch some of the events and things of the past
- Relate the events from history to the class

**Background:** the teacher will develop a list of qualities with the help of the children. And the students will discuss how different people had those qualities and they contributed in different fields.

**Activity 1:** There are a number of Personalities with the students will study in class 5. The teacher will try to get pictures of all these personalities, and prepare chart under the following headings.

<b><u>Religious Personalities</u></b>	<b><u>Historical</u></b>	<b><u>Political leaders</u></b>	<b><u>Agents of</u></b> <b><u>Change</u></b>

**Activity-2:** the students will be divided into pairs and each pair will dramatize one personality. They will present these in the form of a dialogue or, drama. The students will role play each character and describe themselves and their accomplishments. The students may ask questions from these Personalities.

**Activity-3:** for every personality the students will identify the reason of their being famous and well known. For each personality they will list down the qualities described in the book.

**Evaluation:** The students will attempt the questions given at the end of the chapter.

## Worksheet

Name: \_\_\_\_\_

Childhood  
background: \_\_\_\_\_

---

---

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---

Personality  
traits: \_\_\_\_\_

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---

---

---

Events of  
life: \_\_\_\_\_

---

---

---

---

Accomplishments: \_\_\_\_\_

---

---

---

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Special  
qualities: \_\_\_\_\_

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## **Our Nation**

**Purpose of the Lesson:** to describe the rationale for establishing a Moslem state in South Asia.

**Objectives:** the students will be able to:

- Locate Pakistan on the map of Asia
- Identify the countries which make South Asia
- Explain the differences between Hindus and Moslems
- Recognize the need for a separate Moslem state
- Describe the role of Sir Syed Ahmad Khan, Allama Iqbal and Quaid-e-Azam in the making of Pakistani
- State the ideology of Pakistani
- Review the role of Hindus during Freedom Movement
- Identify the Kashmir issue
- Interpret the reasons for 1965 and 1971 wars with India

**Background:** The teacher has to build the classroom environment with the following items.

- Map of Asia and subcontinent
- Pictures of Moslem leaders
- Map of Pakistan
- Posters of Pakistan
- Folk songs, audio
- Videos about Pakistan
- Pictures of hindu culture and Moslem culture
- Atlas

The teacher has to build an environment to motivate the students for the love of Pakistan. She has to describe to the students what sacrifices have been laid for achieving this freedom. To understand this the students must be made to identify the events, role of leaders, public opinion in the making of Pakistan. The students should be encouraged to interpret the consequences of the division of the subcontinent and the problems and issues which Pakistan face today.

**Activity-1:** the students will be given copies of the South Asia map and they will locate Pakistan and the following countries on it.

**India, Bangladesh, Nepal, Bhutan, Srilanka, Maldives.**

This will give a clear concept of South Asia to the students.

The students will fill the worksheet of South Asia.

**Activity-2:** on the map of Pakistan the students to label the neighbors of Pakistan.



## Worksheet

### Difference Between The Hindus And The Muslims

Hindus	Muslims

**Activity-3:** the teacher will make a comparative chart with the help of students to identify the differences between Hindus and Moslems.

This will help build a background in the mind of the students why Muslim wanted a separate homeland

**Activity-4:** the students will read and discuss the role of Hindus and British against the Moslems of the Sub-continent.

**Activity-5:** The students will elaborate the role of Muslim leaders like, Sir Syed Ahmad Khan, Allama Iqbal, Quaid-e- Azam by dramatizing and by role play. Three children will be nominated for the role play and they will describe their contributions and their philosophy for the making of Pakistan. the teacher, will introduce this topic from the section of historical personalities and teach them at this point and chapter.

**Activity-6:** the role Sufis and saints will be discussed by again, introducing the personalities of Shah Waliullah, Moulana Obaidullah Sindhi, Syed Jamaluddin Afghani. Their contributions will be discussed as motivational and inspirational movements for developing the Muslim force in the subcontinent

**Activity-7:** The students will discuss the role of India since the making of Pakistani there will identify the main issues which remain unsettled between the two countries. The issue of Kashmir will be discussed in detail. The students will bring pictures of Indian action in Kashmir and newspaper item will be read in the class on Kashmir issue.

The students make a chart of the headlines and pictures about Kashmir.

The students will also discuss the issue of Moslems and their conditions presently in India

**Activity-9:** the to walk between India and Pakistan have taken many lives. The class will discuss these two wars in detail under the following headings.

**Evaluation:** The students will attempt the questions given at the end of the chapter

**Worksheet**  
**1965 war/1971 war**

**Causes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Participation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Areas of war**  
**zone:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Heroes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Effects:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_.

# **NOTES**

## NOTES



# **NOTES**

## **Teaching Suggestions For Teachers of Social Studies at Primary Level**

The primary grade teacher will have no difficulty finding ways to include elements of geography in social studies. Much of the early geography teaching centers on the landscape of the local community. The primary grade child may experience and observe first hand in the local community various land and water forms-Lakes, Hills, mountains, Plains, Slopes etc. the teacher should encourage children to explore the various forms of nature plant and animal life and observe the characteristic changes of these with changing seasons of the year. With some help from the teacher, the children can build their understanding of ideas such as the following.

1. People adapt themselves to conditions in the environment.
2. Transportation plays an important part in the distribution of food.
3. Nature changes the character of the earth.
4. The same land can be used for many different purposes.
5. Everyday we use things that have come from all over the world.

There are many opportunities for children to explore geographically in and around the school site which should not be overlooked. The imaginative teacher can plan experiences in purposeful exploration in connection with soil, water, water bodies, minerals, rocks, local vegetation and surface features weather and climate present another area of exploration. Children have viewed weather forecasts on television.

The frequency of reference to weather in adult conversations indicates the degree to which weather and climate conditions have an impact on the lives of people. In primary grade classrooms, children will want to have their own charts on which they can record various weather data observed each day. The teacher reads the daily temperature, or the children report the official daily temperature that they have heard over an early morning radio broadcast. These temperatures can be shown graphically, thereby applying knowledge of numbers and graphs. Over a period of several weeks or months the graph will show the changes occurring in temperatures and seasons of the year. Sensitivity to weather changes will again call attention to the changes in native plant and animal life as well as to the adaptations people make to changing seasons.

The central themes in a Geography program in social studies should focus on: -

1. **Location**, the position on earth surface.
2. **Place**, the physical, human, and observed characteristics that distinguish one setting from another
3. **Relationships within Places**, The advantages and disadvantages that places have for human settlement, and how people have modified or adapted to natural settings.
4. **Movement**, the relationships between and among places through the movement of people ideas and materials.
5. **Regions**, Areas that display unity in terms of selected criteria such as a Governmental unit, a language group or a type of land forms.

These guidelines provide the teachers of social studies to make the learning for various grade levels systematic and methodical.

Teaching Students of Class V In Pakistan requires teachers to have a complete set of Teaching Aids to support their Classroom Teaching. This would include the following items.

- Atlas
- Maps of Pakistan, Sub-continent, Pakistan, World.
- Posters from the Tourism Department
- Videos about Pakistan
- Audio Music on Pakistan
- Flag Of Pakistan.
- Postcards about Pakistan

The above items should be displayed in the class.

# **Reference Material**

# **Facts about Pakistan**

## **Geography**

**Location:** Southern Asia, bordering the Arabian Sea, between India on the east and Iran and Afghanistan on the west and China in the north

**Geographic coordinates:** 30 00 N, 70 00 E

**Map references:** Asia

**Area:**

*total:* 803,940 sq km

*land:* 778,720 sq km

*water:* 25,220 sq km

**Area—comparative:** slightly less than twice the size of California

**Land boundaries:**

*total:* 6,774 km

*border countries:* Afghanistan 2,430 km, China 523 km, India 2,912 km, Iran 909 km

**Coastline:** 1,046 km

**Maritime claims:**

*contiguous zone:* 24 nm

*continental shelf:* 200 nm or to the edge of the continental margin

*exclusive economic zone:* 200 nm

*territorial sea:* 12 nm

**Climate:** mostly hot, dry desert; temperate in northwest; arctic in north

**Terrain:** flat Indus plain in east; mountains in north and northwest; Balochistan plateau in west

**Elevation extremes:**

*lowest point:* Indian Ocean 0 m

*highest point:* K2 (Mt. Godwin-Austen) 8,611 m

**Natural resources:** land, extensive natural gas reserves, limited petroleum, poor quality coal, iron ore, copper, salt, limestone

**Land use:**

*arable land:* 27%

*permanent crops:* 1%

*permanent pastures:* 6%

*forests and woodland: 5%*  
*other: 61% (1993 est.)*

**Irrigated land:** 171,100 sq km (1993 est.)

**Natural hazards:** frequent earthquakes, occasionally severe especially in north and west; flooding along the Indus after heavy rains (July and August)

**Environment—current issues:** water pollution from raw sewage, industrial wastes, and agricultural runoff; limited natural fresh water resources; a majority of the population does not have access to potable water; deforestation; soil erosion; desertification

**Environment—international agreements:**

*party to:* Biodiversity, Climate Change, Desertification, Endangered Species, Environmental Modification, Hazardous Wastes, Law of the Sea, Nuclear Test Ban, Ozone Layer Protection, Ship Pollution, Wetlands

*signed, but not ratified:* Marine Life Conservation

**Geography—note:** controls Khyber Pass and Bolan Pass, traditional invasion routes between Central Asia and the Indian Subcontinent

## **People**

**Population:** 138,123,359 (July 1999 est.)

**Age structure:**

*0-14 years:* 41% (male 29,423,876; female 27,763,774)

*15-64 years:* 55% (male 38,533,918; female 36,804,592)

*65 years and over:* 4% (male 2,768,942; female 2,828,257) (1999 est.)

**Population growth rate:** 2.18% (1999 est.)

**Birth rate:** 33.51 births/1,000 population (1999 est.)

**Death rate:** 10.45 deaths/1,000 population (1999 est.)

**Net migration rate:** -1.3 migrant(s)/1,000 population (1999 est.)

**Sex ratio:**

*at birth:* 1.05 male(s)/female

*under 15 years:* 1.06 male(s)/female

*15-64 years:* 1.05 male(s)/female

*65 years and over:* 0.98 male(s)/female

*total population:* 1.05 male(s)/female (1999 est.)

**Infant mortality rate:** 91.86 deaths/1,000 live births (1999 est.)

**Life expectancy at birth:**



*total population:* 59.38 years  
*male:* 58.49 years  
*female:* 60.3 years (1999 est.)

**Total fertility rate:** 4.73 children born/woman (1999 est.)

**Nationality:**

*noun:* Pakistani(s)

*adjective:* Pakistani

**Ethnic groups:** Punjabi, Sindhi, Pashtun (Pathan), Baloch, Muhajir (immigrants from India and their descendants)

**Religions:** Muslim 97% (Sunni 77%, Shi'a 20%), Christian, Hindu, and other 3%

**Languages:** Punjabi 48%, Sindhi 12%, Siraiiki (a Punjabi variant) 10%, Pashtu 8%, Urdu (official) 8%, Balochi 3%, Hindko 2%, Brahui 1%, English (official and lingua franca of Pakistani elite and most government ministries), Burushaski, and other 8%

**Literacy:**

*definition:* age 15 and over can read and write

*total population:* 37.8%

*male:* 50%

*female:* 24.4% (1995 est.)

## **Government**

**Country name:**

*conventional long form:* Islamic Republic of Pakistan

*conventional short form:* Pakistan

*former:* West Pakistan

**Data code:** PK

**Government type:** federal republic

**Capital:** Islamabad

**Administrative divisions:** 4 provinces, 1 territory\*, and 1 capital territory\*\*;  
Balochistan, Federally Administered Tribal Areas\*, Islamabad Capital Territory\*\*,  
North-West Frontier, Punjab, Sindh

*note:* the Pakistani-administered portion of the disputed Jammu and Kashmir region includes Azad Kashmir and the Northern Areas

**Independence:** 14 August 1947 (from UK)

**National holiday:** Pakistan Day, 23 March (1956) (proclamation of the republic)

**constitution:** 10 April 1973, suspended 5 July 1977, restored with amendments 30 cember 1985

**legal system:** based on English common law with provisions to accommodate Pakistan's status as an Islamic state; accepts compulsory ICJ jurisdiction, with reservations

**Suffrage:** 21 years of age; universal; separate electorates and reserved parliamentary seats for non-Muslims

**Executive branch:**

*chief of state:* President Mohammad Rafiq TARAR (since 31 December 1997)

*head of government:* Prime Minister Mohammad Nawaz SHARIF (since 17 February 1997)

*cabinet:* Cabinet appointed by the prime minister

*elections:* president elected by Parliament for a five-year term; election last held 31 December 1997 (next to be held no later than 1 January 2003); following legislative elections, the leader of the majority party or leader of a majority coalition is usually elected prime minister by the National Assembly; election last held 3 February 1997 (next to be held NA February 2002)

*election results:* Mohammad Rafiq TARAR elected president; percent of Parliament and provincial vote --NA; Mohammad Nawaz SHARIF elected prime minister; percent of National Assembly vote --NA

**Legislative branch:** bicameral Parliament or Majlis-e-Shoora consists of the Senate (87 seats; members indirectly elected by provincial assemblies to serve six-year terms; one-third of the members up for election every two years) and the National Assembly (217 seats—10 represent non-Muslims; members elected by popular vote to serve five-year terms)

*elections:* Senate—last held 12 March 1997 (next to be held NA March 1999); National Assembly—last held 3 February 1997 (next to be held NA February 2002)

*election results:* Senate—percent of vote by party—NA; seats by party—PML/N 30, PPP 17, ANP 7, MQM/A 6, JWP 5, BNP 4, JUI/F 2, PML/J 2, BNM/M 1, PKMAP 1, TJP 1, independents 6, vacant 5; National Assembly—percent of vote by party—NA; seats by party—PML/N 137, PPP 18, MQM/A 12, ANP 10, BNP 3, JWP 2, JUI/F 2, PPP/SB 1, NPP 1, independents 21, minorities 10

**Judicial branch:** Supreme Court, judicial chiefs are appointed by the president; Federal Islamic (Shari'a) Court

**Political parties and leaders:**

*government:* Pakistan Muslim League, Nawaz Sharif faction or PML/N [Nawaz SHARIF]; Balochistan National Movement/Mengal Group or BNM/M [Sardar Akhtar MENGAL]; Jamiat-al-Hadith or JAH [leader NA]; Jamhoori Watan Party or JWP [Akbar Khan BUGTI]; Pakistan People's Party/Shahid Bhutto or PPP/SB Ghinva BHUTTO]; Baluch National Party or BNP [leader NA]

*opposition:* Pakistan People's Party or PPP [Benazir BHUTTO]; Pakistan Muslim League, Junejo faction or PML/J [Hamid Nasir CHATTHA]; National People's Party or NPP [Ghulam Mustapha JATOI]; Pakhtun Khwa Milli Awami Party or

PKMAP [Mahmood Khan ACHAKZAI]; Balochistan National Movement/Hayee Group or BNM/H [Dr. HAYEE Baluch]; Pakhtun Quami Party or PKQP [Mohammed AFZAL Khan]; Awami National Party or ANP [Wali KHAN]; Mutahida Qaumi Movement, Altaf faction or MQM/A [Altaf HUSSAIN] *frequently shifting*; Jamiat Ulema-i-Pakistan, Niazi faction or JUP/NI [leader NA]; Pakistan Muslim League, Functional Group or PML/F [Pir PAGARO]; Pakistan National Party or PNP [leader NA]; Milli Yakjheti Council or MYC is an umbrella organization which includes Jamaat-i-Islami or JI [Qazi Hussain AHMED], Jamiat Ulema-i-Islam, Sami-ul-Haq faction or JUI/S, Tehrik-i-Jafria Pakistan or TJP [Allama Sajid NAQVI], and Jamiat Ulema-i-Pakistan, Noorani faction or JUP/NO *note*: political alliances in Pakistan can shift frequently; subsequent to the election Jamiat Ulema-i-Islami, Fazlur Rehman group or JUI/F was disbanded

**Political pressure groups and leaders:** military remains important political force; ulema (clergy), landowners, industrialists, and small merchants also influential

**International organization participation:** AsDB, C, CCC, CP, ECO, ESCAP, FAO, G-19, G-24, G-77, IAEA, IBRD, ICAO, ICC, ICFTU, ICRM, IDA, IDB, IFAD, IFC, IFRC, IHO, ILO, IMF, IMO, Inmarsat, Intelsat, Interpol, IOC, IOM, ISO, ITU, MINURSO, MONUA, NAM, OAS (observer), OIC, OPCW, PCA, SAARC, UN, UNCTAD, UNESCO, UNHCR, UNIDO, UNIKOM, UNITAR, UNMIBH, UNMOP, UNOMIG, UNOMIL, UNOMSII, UNPREDEP, UPU, WCL, WFTU, WHIO, WIPO, WMO, WToO, WTrO

**Diplomatic representation in the US:**

*chief of mission:* Ambassador Riaz Hussain KHOKHAR

*chancery:* 2315 Massachusetts Avenue NW, Washington, DC 20008

*telephone:* [1] (202) 939-6205

*FAX:* [1] (202) 387-0484

*consulate(s) general:* Los Angeles and New York

**Diplomatic representation from the US:**

*chief of mission:* Ambassador William MILAM

*embassy:* Diplomatic Enclave, Ramna 5, Islamabad

*mailing address:* P. O. Box 1048, Unit 62200, APO AE 09812-2200

*telephone:* [92] (51) 826161 through 826179

*FAX:* [92] (51) 276427

*consulate(s) general:* Karachi

*consulate(s):* Lahore, Peshawar

**Flag description:** green with a vertical white band (symbolizing the role of religious minorities) on the hoist side; a large white crescent and star are centered in the green field; the crescent, star, and color green are traditional symbols of Islam

## Economy

**Economy—overview:** Pakistan continues to suffer through a damaging foreign exchange crisis—stemming from years of loose fiscal policies that have

acerbated inflation and allowed public debt to explode. After accruing more than 1.5 billion in debt arrears in the first six months of FY98/99, Pakistani officials approached multilateral creditors requesting balance-of-payments relief and structural support. In January 1999, Islamabad received more than \$1 billion in loans along with \$3 billion in debt relief following the Finance Minister DAR's pledge to implement an economic reform program to reduce the budget deficit, deepen the financial sector, and broaden the industrial base. Although the economy has shown signs of improvement following implementation of some corrective measures, Prime Minister SHARIF—historically—has failed to implement the tough structural reforms necessary for sustained, longer-term growth. The government must also cope with long-standing economic vulnerabilities—inadequate infrastructure and low levels of literacy.

**GDP: purchasing power parity** \$270 billion (1998 est.)

**GDP—real growth rate:** 5% (1998 est.)

**GDP—per capita:** purchasing power parity --\$2,000 (1998 est.)

**GDP—composition by sector:**

*agriculture:* 24.2%

*industry:* 26.4%

*services:* 49.4% (1997)

**Population below poverty line:** 34% (1991 est.)

**Household income or consumption by percentage share:**

*lowest 10%:* 3.4%

*highest 10%:* 25.2% (1991)

**Inflation rate (consumer prices):** 7.8% (FY97/98)

**Labor force:** 37.8 million (1998)

*note:* extensive export of labor, mostly to the Middle East, and use of child labor

**Labor force—by occupation:** agriculture 47%, mining and manufacturing 17%, services 17%, other 19%

**Unemployment rate:** NA%

**Budget:**

*revenues:* \$10.8 billion

*expenditures:* \$12 billion, including capital expenditures of \$NA (FY96/97)

**Industries:** textiles, food processing, beverages, construction materials, clothing, paper products, shrimp

**Industrial production growth rate:** 2% (FY97/98)

**Electricity—production:** 59.336 billion kWh (1996)

**Electricity—production by source:**

*fossil fuel:* 57.3%

*hydro:* 42.13%

*nuclear:* 0.57%

*other:* 0% (1997)

**Electricity—consumption:** 59.336 billion kWh (1996)

**Electricity—exports:** 0 kWh (1996)

**Electricity—imports:** 0 kWh (1996)

**Agriculture—products:** cotton, wheat, rice, sugarcane, fruits, vegetables; milk, beef, mutton, eggs

**Exports:** \$8.5 billion (FY97/98)

**Exports—commodities:** cotton, textiles, clothing, rice, leather, carpets

**Exports—partners:** EU, US, Hong Kong, Japan

**Imports:** \$10.1 billion (FY97/98)

**Imports—commodities:** petroleum, petroleum products, machinery, transportation equipment, vegetable oils, animal fats, chemicals

**Imports—partners:** EU, Japan, US, China

**Debt—external:** \$34 billion (1998 est.)

**Economic aid—recipient:** \$2 billion (FY97/98)

**Currency:** 1 Pakistani rupee (PRc) = 100 paisa

**Exchange rates:** Pakistani rupees (PRs) per US\$1— 46.000 (January 1999), 45.033 (1998), 41.086 (1997), 36.056 (1996), 31.623 (1995), 30.548 (1994); note—annual average of official rate; parallel market rate is higher

**Fiscal year:** 1 July—30 June

## **Communications**

**Telephones:** 2.828 million (1998)

**Telephone system:** the domestic system is mediocre, but improving; service is adequate for government and business use, in part because major businesses have established their own private systems; since 1988, the government has promoted

investment in the national telecommunications system on a priority basis, significantly increasing network capacity; despite major improvements in trunk and urban systems, telecommunication services are still not readily available to the majority of the rural population

*domestic:* microwave radio relay, coaxial cable, fiber-optic cable, cellular, and satellite

*international:* satellite earth stations—3 Intelsat (1 Atlantic Ocean and 2 Indian Ocean); 3 operational international gateway exchanges (1 at Karachi and 2 at Islamabad); microwave radio relay to neighboring countries

**Radio broadcast stations:** AM 26, FM 3, shortwave 18 (1998 est.)

**Radios:** 10.2 million (1998 est.)

**Television broadcast stations:** 22 (in addition, there are seven low-power repeaters) (1997)

**Televisions:** 2.08 million (1998 est.)

## **Transportation**

### **Railways:**

*total:* 8,163 km

*broad gauge:* 7,718 km 1.676-m gauge (293 km electrified; 1,037 km double track)

*narrow gauge:* 445 km 1.000-m gauge (1996 est.)

### **Highways:**

*total:* 224,774 km

*paved:* 128,121 km

*unpaved:* 96,653 km (1996 est.)

**Pipelines:** crude oil 250 km; petroleum products 885 km; natural gas 4,044 km (1987)

**Ports and harbors:** Karachi, Port Muhammad bin Qasim

### **Merchant marine:**

*total:* 23 ships (1,000 GRT or over) totaling 384,304 GRT/619,668 DWT

*ships by type:* bulk 4, cargo 15, container 3, oil tanker 1 (1998 est.)

**Airports:** 116 (1998 est.)

### **Airports—with paved runways:**

*total:* 80

*over 3,047 m:* 11

*2,438 to 3,047 m:* 20

*1,524 to 2,437 m:* 31

*914 to 1,523 m:* 15



*under 914 m: 3 (1998 est.)*

**Airports—with unpaved runways:**

*total: 36*

*over 3,047 m: 1*

*1,524 to 2,437 m: 8*

*914 to 1,523 m: 9*

*under 914 m: 18 (1998 est.)*

**Heliports:** 7 (1998 est.)

## **Military**

**Military branches:** Army, Navy, Air Force, Civil Armed Forces, National Guard

**Military manpower—military age:** 17 years of age

**Military manpower—availability:**

*males age 15-49: 33,496,712 (1999 est.)*

**Military manpower—fit for military service:**

*males age 15-49: 20,519,762 (1999 est.)*

**Military manpower—reaching military age annually:**

*males: 1,553,310 (1999 est.)*

**Military expenditures—dollar figure:** \$2.48 billion (FY98/99)

**Military expenditures—percent of GDP:** 4.4% (FY98/99)

## **Transnational Issues**

**Disputes—international:** status of Kashmir with India; water-sharing problems with India over the Indus River (Wular Barrage)

**Illicit drugs:** producer of illicit opium and hashish for the international drug trade (poppy cultivation in 1998—3,030 hectares, a 26% drop from 1997 because of eradication and alternative development); limited center for processing Afghan heroin; key transit area for Southwest Asian heroin moving to Western markets; narcotics still move from Afghanistan into Baluchistan Province

<sup>1</sup> Source: 1999 CIA World Factbook

## **EARTH**

Common with the entire solar system, the Earth is moving through space at the rate of approximately 20.1 km/sec or 72,360 km/hr (approximately 12.5 mi/sec or 45,000 mph) toward the constellation of Hercules. The Milky Way galaxy as a whole, however, is moving toward the constellation Leo at about 600 km/sec (about 375 mi/sec). The Earth and its satellite, the moon, also move together in an elliptical orbit about the Sun. The eccentricity of the orbit is slight, so that the orbit is virtually a circle. The approximate length of the Earth's orbit is 938,900,000 km (583,400,000 mi), and the Earth travels along it at a velocity of about 106,000 km/hr (about 66,000 mph). The Earth rotates on its axis once every 23 hr 56 min 4.1 sec (based on the solar year). A point on the equator therefore rotates at a rate of a little more than 1600 km/hr (about 1000 mph), and a point on the Earth at the latitude of Portland, Oregon (45° north), rotates at about 1073 km/hr (about 667 mph).

In addition to these primary motions, three other components of the total motion of the Earth exist: the precession of the equinoxes (see Ecliptic), nutation (periodic variation in the inclination of the Earth's axis caused by the gravitational pulls of the Sun and moon), and variation of latitude (see Latitude and Longitude).

### **Composition**

The Earth consists of five parts: the first, the atmosphere, is gaseous; the second, the hydrosphere, is liquid; the third, fourth, and fifth, the lithosphere, mantle, and core, are largely solid. The atmosphere is the gaseous envelope that surrounds the solid body of the planet. Although it has a thickness of more than 1100 km (more than 700 mi), about half its mass is concentrated in the lower 5.6 km (3.5 mi). The lithosphere, consisting mainly of the cold, rigid, rocky crust of the Earth, extends to depths of 100 km (60 mi). The hydrosphere is the layer of water that, in the form of the oceans, covers approximately 70.8% of the surface of the Earth. The mantle and core are the heavy interior of the Earth, making up most of the Earth's mass.

The hydrosphere consists chiefly of the oceans, but technically includes all water surfaces in the world, including inland seas, lakes, rivers, and underground waters. The average depth of the oceans is 3794 m (12,447 ft), more than five times the average height of the continents. The mass of the oceans is approximately 1.35 quintillion ( $1.35 \times 10^{18}$ ) metric tons, or about 1/4400 of the total mass of the Earth.

The rocks of the lithosphere have an average density of 2.7 and are almost entirely made up of 11 elements, which together account for about 99.5 percent of its mass. The most abundant is oxygen (about 46.60 percent of the total), followed by silicon (about 27.72 percent), aluminum (8.13 percent), iron (5.0 percent), calcium (3.63 percent), sodium (2.83 percent), potassium (2.59 percent), magnesium (2.09 percent) and titanium, hydrogen, and phosphorus (totaling less than 1 percent). In addition, 11

other elements are present in trace amounts of 0.1 to 0.02 percent. These elements, in order of abundance, are carbon, manganese, sulfur, barium, chlorine, chromium, fluorine, zirconium, nickel, strontium, and vanadium. The elements are present in the lithosphere almost entirely in the form of compounds rather than in their free state. These compounds exist almost entirely in the crystalline state, so they are, by definition, minerals.

The lithosphere comprises two shells—the crust and upper mantle—that are divided into a dozen or so rigid tectonic plates (see Plate Tectonics). The crust itself is divided in two. The sialic or upper crust, of which the continents consist, is made up of igneous and sedimentary rocks whose average chemical composition is similar to that of granite and whose density is about 2.7. The simatic or lower crust, which forms the floors of the ocean basins, is made of darker, heavier igneous rocks such as gabbro and basalt, with an average density of about 3.

The lithosphere also includes the upper mantle. Rocks at these depths have a density of about 3.3. The upper mantle is separated from the crust above by a seismic discontinuity, called the Moho, and from the lower mantle below by a zone of weakness known as the asthenosphere. Shearing of the plastic, partially molten rocks of the asthenosphere, 100 km (60 mi) thick, enables the continents to drift across the Earth's surface and oceans to open and close.

The dense, heavy interior of the Earth is divided into a thick shell, the mantle, surrounding an innermost sphere, the core. The mantle extends from the base of the crust to a depth of about 2900 km (1800 mi). Except for the zone known as the asthenosphere, it is solid, and its density, increasing with depth, ranges from 3.3 to 6. The upper mantle is composed of iron and magnesium silicates, as typified by the mineral olivine. The lower part may consist of a mixture of oxides of magnesium, silicon, and iron.

Seismological research has shown that the core has an outer shell about 2250 km (1380 mi) thick with an average density of 10. This shell is probably liquid, and studies show that its outer surface has depressions and peaks, the latter forming where warm material rises. In contrast, the inner core, which has a radius of about 1275 km (795 mi), is solid. Both core layers are thought to consist largely of iron, with a small percentage of nickel and other elements. Temperatures in the inner core may be as high as 6650°C (12,000°F), and the average density is estimated to be 13.<sup>6</sup>

# **Pakistan**

**Pakistan**, officially Islamic Republic of Pakistan, republic in southern Asia, bounded on the north and northwest by Afghanistan, on the northeast by Jammu and Kashmir, on the east and southeast by India, on the south by the Arabian Sea, and on the west by Iran. The status of Jammu and Kashmir is a matter of dispute between India and Pakistan. Until December 1971 Pakistan included the province of East Pakistan; at that time, however, East Pakistan seceded from Pakistan and assumed the name Bangladesh. The area of Pakistan is 796,095 sq km (307,374 sq mi), not including the section of Jammu and Kashmir under its control. The capital of Pakistan is Islamabad; the largest city of the country is Karachi.

## **Land and Resources**

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Pakistan is mostly a dry region characterized by great extremes of altitude and temperature. Its topography is partly divided by the Indus River, which enters the country in the northeast and flows south into the Arabian Sea. The Indus forms in general the line of demarcation between the two main landforms of the country, namely, the Indus Valley, which extends principally along the eastern side of the river, and the Baluchistan Highlands, which lie to the west. Three lesser landforms of Pakistan are the coastal plain, which is a narrow strip of land bordering the Arabian Sea; the Kharan Basin, which is west of the Baluchistan Highlands; and the Thar Desert, which straddles the border with India in the southeast.

The Indus Valley in Pakistan varies in width from about 80 to 320 km (about 50 to 200 mi); from north to south it includes portions of two main regions, namely, the Punjab Plain and the Sind Plain. The Punjab region is drained by the Sutlej, Ravi, Chenab, and Jhelum rivers, which are tributaries of the Indus; these rivers supply the irrigation system that waters the Indus Valley.

The Baluchistan Highlands contain a series of mountain ranges; among these are the Tobakakar Range, the Siahan Range, the Sulaiman Range, and the Kirthar Range. The highest peak in the highlands is Tirich Mir (7690 m/25,230 ft) located in the Hindu Kush mountains in the north. The Sefid Koh Range is pierced by the Khyber Pass on the Pakistan-Afghanistan border.

The highest peak in Pakistan is K2 (also known as Mount Godwin Austen). Rising 8611 m (28,250 ft) above sea level in the Karakorum Range, the peak is located in the region of Kashmir that Pakistan controls. K2 is the second highest mountain in the world, behind Mount Everest.

### **Climate**

The climate of Pakistan varies widely from place to place. In the mountain regions of the north and west, temperatures fall below freezing during winter; in the Indus Valley area, temperatures range between about 32° and 49° C (about 90° and 120° F) in summer, and the average in winter is about 13° C (about 55° F). Throughout most of Pakistan rainfall is scarce. The Punjab region receives the most precipitation, more than 500 mm (more than 20 in) per year. The arid regions of the southeast and southwest receive less than 125 mm (less than 5 in) annually. Most rain falls in July and August.

### **Natural Resources, Plants, and Animals**

The resources of Pakistan are primarily agricultural. The country's mineral resources include salt, chromite, coal, gypsum, limestone, manganese, sulfur, clay, graphite, copper, petroleum, and natural gas.

Vegetation in Pakistan varies according to elevation. Alpine flora grows on the higher slopes. Forests of spruce, evergreen oak, chir or cheer pine, and a cedar known as the deodar are found at lower elevations.

Animal life abounds in Pakistan, including deer, boar, bear, crocodile, and waterfowl. In the freshwater and saltwater areas, fish of many varieties are found. Marine life includes herring, mackerel, sharks, and shellfish.

### **Population**

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The ethnological background of the population of Pakistan is extremely varied, largely because the country lies in an area that was invaded repeatedly during its long history. The people come from such ethnic stocks as the Dravidian, Indo-Aryan, Greek, Scythian, Hun, Arab, Mongol, Persian, and Afghan.

### **Population Characteristics**

The population of Pakistan (1995 estimate) is about 134,974,000, yielding an average population density of about 170 persons per sq km (about 439 per sq mi). The country's population was increasing in the mid-1990s at a rate of approximately 2.7 percent a year. Only about 35 percent of the people live in urban areas.

### **Political Divisions**

For administrative purposes, Pakistan is divided into four provinces (Baluchistan, North-West Frontier Province, Punjab, and Sind); the Federal Capital Territory, which consists of the capital city of Islamabad; and six federally administered tribal areas.

### **Principal Cities**



Pakistan's largest city is Karachi, with a population (1981) of 5,180,562. Other significant urban centers are Lahore (2,952,689), an industrial center; Faisalabad (1,104,209), a center of the cotton industry; Rawalpindi (794,843), an industrial city; Hyderabad (751,529), a manufacturing center; Multan (722,070); and Peshawar (566,248), a hub of trade with Afghanistan. Islamabad (204,364) is the capital of Pakistan.

### **Religion**

The leading religion of Pakistan is Islam, which is the faith of about 97 percent of the people. About four-fifths of the Muslims are Sunnite, and about one-fifth are Shiite. Hinduism and Christianity form the leading minority religions; other religious groups include the Sikhs, the Parsees, and a small number of Buddhists. The constitution defines Pakistan as an Islamic nation, but guarantees freedom of religion.

### **Languages**

The official language of Pakistan is Urdu, but less than one-tenth of the people use it as their first language. Punjabi is spoken by about one-half of all households, and Pashto, Sindhi, Saraiki, and Baluchi are also spoken by many people. In addition, English is extensively used by people in government, the military, and higher education.

### **Education**

Only about 35 percent of adult Pakistanis are literate. Although the constitution prescribes free primary education, less than half of all children actually receive it. Five years has been established as the period of primary school attendance.

In the early 1990s about 14.1 million pupils were enrolled in preprimary and primary schools, and about 4.8 million students attended secondary schools. In addition, about 812,600 students attended institutions of higher education. Among Pakistan's leading universities are the University of Karachi (1951), the University of the Punjab (1882), in Lahore; the University of Peshawar (1950); the University of Sind (1947), in Dadu; and the University of Agriculture (1909), in Faisalabad.

### **Libraries and Museums**

Karachi is the seat of some of the most important libraries in Pakistan; these include the Liaquat Memorial Library (1950), the Central Secretariat Library (1950), and the University of Karachi library. Also of note are the National Archives of Pakistan, in Islamabad, and the Punjab Public Library (1884), in Lahore. The National Museum of Pakistan (1950), in Karachi, contains important materials from the Indus Valley civilizations, as well as Buddhist and Islamic artifacts. Cultural materials also are displayed in the Lahore Museum (1864) and the Peshawar Museum (1906). The Industrial and Commercial Museum, in Lahore, contains exhibits on the manufactures of Pakistan.



## **Economy**

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The economy of Pakistan grew by 5.1 percent annually during the period from 1965 to 1980 and by about 6 percent during the 1980s and early 1990s. Nevertheless, in the early 1990s, the majority of the nation's citizens remained poor and heavily dependent on the agricultural sector for employment. This was largely a result of the country's high rate of population increase, but political factors, such as the war of secession waged successfully by East Pakistan (now Bangladesh) in 1971 and a coup d'état in 1977 (see "History," below), also slowed economic growth and modernization. In 1994 Pakistan's gross domestic product (GDP) was \$52 billion.

The government of Pakistan is deeply involved in directing the country's economy, and most major industries have been nationalized. A government economic plan for 1978 to 1983, however, recommended that private capital be given a greater role in the industrial sector; the plan for 1983 to 1988 emphasized investment in hydroelectric power and rural development. A plan implemented in 1988 to liberalize internal and external trade and privatize more sectors of the economy had produced increases in the GDP growth rate, export revenues, and domestic and foreign investment by the early 1990s. In 1993 the government moved to reduce the nation's deficit and lessen its reliance on foreign aid and loans, by introducing, among other measures, a national sales tax and increases in fuel taxes. The estimated annual budget in the early 1990s included an estimated \$9.4 billion in revenues and \$10.9 billion in expenditures. Pakistan receives considerable economic assistance from foreign countries and from international organizations. The United States, which had imposed economic sanctions against Pakistan in 1990 in order to protest Pakistan's nuclear weapons program, lifted the sanctions in January 1996, clearing the way for economic assistance.

## **Agriculture**

About 26 percent of Pakistan's total land area is considered arable. Agriculture and related activities engage about half of the workforce and provide nearly one-fourth of GDP. By the late 1970s an intensive land-reform effort had resulted in the expropriation of some 1.2 million hectares (some 3 million acres) from landlords, the distribution of almost half of this to tenants, and the limitation of individual holdings to 40 hectares (100 acres) of irrigated or 81 hectares (200 acres) of nonirrigated land. Formerly an importer of wheat, Pakistan achieved self-sufficiency in the grain by the mid-1970s. Chief cash crops are cotton (textile yarn and fabrics produce more than one-half of export earnings) and rice. Principal crops in the early 1990s (with output in metric tons) included sugarcane, 38.9 million; wheat, 15.7 million; rice, 4.6 million; cotton lint, 1.6 million; and corn, 1.3 million. The livestock population included about 36 million cattle and water buffalo, 27 million sheep, 39 million goats, and 164 million chickens.

## **Forestry and Fishing**

About 4 percent of Pakistan is forested. Most of the 27.2 million cu m (961 million cu ft) of roundwood harvested annually in the early 1990s was used as fuel.

Fishing resources, although underdeveloped, are extensive. In the early 1990s the annual catch was about 515,500 metric tons, three-quarters of it obtained from the Indian Ocean. Types of fish caught include sardines, sharks, and anchovies; shrimp are also an important part of the industry.

### **Mining**

In the early 1990s the most important minerals (with annual production in metric tons) included coal and lignite (3 million), gypsum (532,000), rock salt (95,000), limestone (8.8 million), and silica sand (154,000). Crude petroleum production reached about 21.9 million barrels, and production of natural gas was about 15.6 billion cu m (about 551 billion cu ft).

### **Manufacturing**

The manufacturing capacity of Pakistan is still small, but production has been steadily expanding. In the early 1990s manufacturing accounted for about 18 percent of GDP, as compared with 14 percent in 1965. Important products include processed foods, cotton textiles, silk and rayon cloth, refined petroleum, cement, fertilizers, sugar, cigarettes, and chemicals. Many handicrafts, such as pottery and carpets, also are produced.

### **Energy**

In the early 1990s about 56 percent of Pakistan's electricity was produced in thermal installations, and most of the rest was generated in hydroelectric facilities, including the large Tarbela project on the Indus River. A nuclear power plant is situated near Karachi. Pakistan's annual output of electricity in the early 1990s was 43 billion kilowatt-hours, based on an installed generating-capacity of 10 million kilowatts.

### **Currency and Banking**

The basic monetary unit is the *Pakistani rupee*, consisting of 100 *paisa* (34.37 rupees equal U.S.\$1; 1996). The State Bank of Pakistan, established in 1948, issues banknotes; manages currency and credit, the public debt, and exchange controls; and supervises the commercial banks. Pakistani banks were nationalized in 1974, but in the early 1990s the country transferred two banks to private ownership and issued licenses for ten new commercial banks. A number of major foreign banks maintain offices in the country. In conformity with Islamic doctrine, domestic banks in Pakistan have abandoned the payment and collection of interest. Investment partnerships between the bank and the customer have replaced loans at interest.

### **Foreign Trade**

The foreign trade of Pakistan consists largely of the export of raw materials and basic products such as cotton yarn, and the import of manufactured products. In the early 1990s annual exports earned about \$6.8 billion and imports cost about \$9.1 billion. The chief exports were cotton textiles, cotton

yarn and thread, clothing, raw cotton, rice, carpets and rugs, leather, fish, and petroleum products; the main imports were machinery, electrical equipment, petroleum products, transportation equipment, metal and metal products, fertilizer, and foodstuffs. Pakistan's chief trading partners for exports are the United States, Germany, Great Britain, Japan, Hong Kong, the United Arab Emirates, Saudi Arabia, and France; chief sources of imports are the United States, Japan, Germany, Malaysia, Great Britain, Saudi Arabia, China, and France.

### **Transportation**

The lack of modern transportation facilities is a major hindrance to the development of Pakistan. Its terrain, laced with rivers and mountains, presents formidable obstacles to internal overland transportation.

The country has about 110,700 km (about 68,800 mi) of roads, of which about 53 percent are paved. The railroad network totals about 12,625 km (about 7845 mi). Karachi is the principal port; a second major port, Muhammad bin Qasim, was opened in the early 1980s.

Pakistan International Airlines, in large part government owned, provides overseas service to a number of countries. In the early 1990s the government ended a monopoly held by Pakistan Airlines. Four private carriers have since begun domestic operations. The country's main international airports serve Karachi, Lahore, and Rawalpindi.

### **Communications**

In the early 1990s Pakistan had about 1 million telephones, 11 million radios, and 2.2 million television sets. Television broadcasting began in Lahore in 1964 and in Karachi in 1966. Newspapers are mainly printed in Urdu and English. Pakistan has about 237 daily newspapers, most with small circulations. The major dailies are concentrated in Lahore and Karachi.

### **Government**

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Pakistan adopted a constitution in 1973, which was subsequently amended. Following a military coup d'état in 1977, however, a system of martial law was put into effect, and most aspects of the 1973 constitution were suspended. In 1985 parliamentary government was reestablished, the constitution restored, and martial law ended. Legislation enacted in 1991 made *Sharia*, or Islamic law, the supreme law of the land.

#### **Executive**

According to the 1973 constitution, as amended, Pakistan's head of state is a president, elected to a five-year term by the legislature. The chief executive official is a prime minister, who is responsible to the legislature. The president has the power to appoint and dismiss the prime minister and call new elections.

#### **Legislature**

Legislative power is vested in the bicameral Federal Legislature. The National Assembly consists of 217 members elected directly by universal suffrage for terms of up to five years. The Senate, consisting of 87 members,

is elected indirectly by the provincial legislatures; senators serve six-year terms.

### **Judiciary**

The highest court in Pakistan is the Supreme Court. The judicial system in each province is headed by a high court. There is also a federal Sharia Court, which administers Islamic law.

### **Local Government**

Under the 1973 constitution the four provinces of Pakistan, headed by governors appointed by the president, are subdivided into divisions, districts, and agencies. Political agents responsible to the federal government administer the tribal areas.

### **Political Parties**

Severely limited in July 1977 and banned outright in October 1979, political organizations were allowed to resume their activities in December 1985. The dominant political party after the elections of 1993 was the Pakistan People's Party; the Pakistan Muslim League became the main opposition group.

### **Health and Welfare**

Health services in Pakistan are limited by a lack of facilities. In the early 1990s the country had about 51,900 physicians and about 71,900 hospital beds. In 1976 an old-age pension system was inaugurated, but it covers relatively few Pakistanis.

### **Defense**

Military service in Pakistan is voluntary. In the early 1990s the country's armed forces had about 575,000 members, including 45,000 in the air force and 20,000 in the navy. Another 275,000 were in paramilitary units.

### **History**

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For the early history of the region now known as Pakistan, see Indus Valley Civilization; India: *History*.

The British ruled the Indian subcontinent for nearly 200 years—from 1756 to 1947. After the revolt in 1857, the British initiated political reforms, allowing the formation of political parties. The Indian National Congress, representing the overwhelming majority of Hindus, was created in 1885. The Muslim League was formed in 1906 to represent the Muslim minority. When the British introduced constitutional reforms in 1909, the Muslims demanded and acquired separate electoral rolls. This guaranteed Muslims representation in the provincial as well as the national legislatures until independence was granted in 1947.

By 1940, however, the Muslim League had resolved to seek the partitioning of the subcontinent and the creation of a separate Muslim state—Pakistan. During preindependence talks in 1946, therefore, the British government found that the stand of the Muslim League on separation and that of the Congress on the territorial unity of India were irreconcilable. The British then



decided on partition and on August 15, 1947, transferred power to both India and Pakistan. The latter, however, came into existence in two parts: West Pakistan, coextensive with the country's present boundaries, and East Pakistan, now known as Bangladesh. The two were separated by 1600 km (1000 mi) of Indian territory.

### **Problems of Partition**

The division of the subcontinent caused tremendous dislocation of populations. Some 3.5 million Hindus and Sikhs moved from Pakistan into India, and about 5 million Muslims migrated from India to Pakistan. The demographic shift caused an initial bitterness between the two countries that was further intensified by each country's accession of a portion of the princely states. Nearly all of these 562 widely scattered polities joined either India or Pakistan; the princes of Hyderabad, Junagadh, and Kashmir, however, chose not to join either country.

On August 15, 1947, these three states became technically independent, but when the Muslim ruler of Junagadh, with its predominantly Hindu population, joined Pakistan a month later, India annexed his territory. Hyderabad's Muslim prince, ruling over a mostly Hindu population, tried to postpone any decision indefinitely, but in September 1948 that issue was also settled by Indian arms. The Hindu ruler of Kashmir, whose subjects were 85 percent Muslim, decided to join India. Pakistan, however, questioned his right to do so, and a war broke out between India and Pakistan. Although the United Nations (UN) subsequently resolved that a plebiscite be held under UN auspices to determine the future of Kashmir, India continued to occupy about two-thirds of the state and refused to hold a plebiscite. This deadlock, which still persists, has intensified suspicion and antagonism between the two countries.

### **Prerepublican Era**

The first government of Pakistan was headed by Prime Minister Liaquat Ali Khan, with Muhammad Ali Jinnah as governor-general, and it chose Karachi as its capital. From 1947 to 1951 the country functioned under chaotic conditions. The government endeavored to create a new national capital, organize the bureaucracy and the armed forces, resettle refugees, and contend with provincial politicians who often defied its authority. Failing to offer any program of economic and social reform, however, it did not gain popular support.

In foreign policy, Liaquat established friendly relations with the United States when he visited President Harry S. Truman in 1950, but he overlooked the geographical closeness of the Union of Soviet Socialist Republics (USSR) to Pakistan and the implications of that fact for the future security of the country. The visit to the United States injected bitterness into Soviet-Pakistani relations because Liaquat had previously accepted an invitation from Moscow that never materialized in a visit. The United States gave no substantial aid to Pakistan until three years later.

After Liaquat was assassinated in 1951, Khwaja Nazimuddin, an East Pakistani who had been governor-general since Jinnah's death in 1948,

became prime minister. Unable to prevent the erosion of the Muslim League's popularity in East Pakistan, however, he was forced to yield to another East Pakistani, Muhammad Ali Bogra, in 1953. When the Muslim League was nevertheless routed in East Pakistani elections in 1954, the governor-general dissolved the constituent assembly as no longer representative. The new assembly that met in 1955 was not dominated by the Muslim League. Muhammad Ali Bogra was then replaced by Chaudhri Muhammad Ali, a West Pakistani. At the same time, General Iskander Mirza became governor-general.

The new constituent assembly enacted a bill, which became effective in October 1955, integrating the four West Pakistani provinces into one political and administrative unit. The assembly also produced a new constitution, which was adopted on March 2, 1956. It declared Pakistan an Islamic republic. Mirza was elected provisional president.

### **Cabinet Shifts**

The new charter notwithstanding, political instability continued because no stable majority party emerged in the National Assembly. Prime Minister Ali remained in office only until September 1956, when he was succeeded by Museyn Shaheed Suhrawardy, leader of the Awami League of East Pakistan. His tenure lasted for slightly more than a year. When President Mirza discovered that Suhrawardy was planning an alliance between East and West Pakistani political forces by supporting Firoz Khan Noon, leader of the Republican Party, for the presidency, Mirza forced Suhrawardy to resign. The succeeding coalition government, headed by Ismail Ibrahim Chundrigar, lasted only two months before it was replaced by a Republican Party cabinet under Noon. President Mirza, however, found that his influence among the Republicans was diminishing and that the new prime minister had come to an understanding with Suhrawardy. Against such a coalition Mirza had no chance of being reelected president. Dissatisfied with parliamentary democracy, he proclaimed martial law on October 7, 1958, dismissed Noon's government, and dissolved the National Assembly.

The president was supported by General Muhammad Ayub Khan, commander in chief of the armed forces, who was named chief martial-law administrator. Twenty days later Ayub forced the president to resign and assumed the presidency himself.

### **The Ayub Years**

Ayub ruled Pakistan almost absolutely for more than ten years, and his regime made some notable achievements, although it did not eliminate the basic problems of Pakistani society. A land reforms commission appointed by Ayub distributed some 900,000 hectares (about 2.2 million acres) of land among 150,000 tenants. The reforms, however, did not erase feudal relationships in the countryside; about 6000 landlords still retained an area three times larger than that given to the 150,000 tenants. Ayub's regime also increased developmental funds to East Pakistan more than threefold. This had a noticeable effect on the economy of the eastern part, but the disparity between the two sectors of Pakistan was not eliminated.



Perhaps the most pervasive of Ayub's changes was his system of Basic Democracies. It created 80,000 basic democrats, or union councillors, who were rural influentials or leaders of urban areas around the country. They constituted the electoral college for presidential elections and for elections to the national and provincial legislatures created under the constitution promulgated by Ayub in 1962. The Basic Democratic System had four tiers of government from the national to the local level, and each tier was assigned certain responsibilities in administering the rural and urban areas, such as maintenance of elementary schools, public roads, and bridges.

Ayub also promulgated an Islamic marriage and family laws ordinance in 1961, imposing restrictions on polygamy and divorce and reinforcing the inheritance rights of women and minors.

For a long time Ayub maintained cordial relations with the United States, stimulating substantial economic and military aid to Pakistan. This relationship deteriorated, however, in 1965, when another war with India broke out over Kashmir. The United States then suspended military and economic aid to both countries, thus denying Pakistan badly needed weapons. The USSR intervened to mediate the conflict, inviting Ayub and Prime Minister Lal Bahadur Shastri of India to Tashkent. By the terms of the so-called Tashkent Agreement of January 1966 the two countries withdrew their forces to prewar positions and restored diplomatic, economic, and trade relations. Exchange programs were initiated, and the flow of capital goods to Pakistan increased greatly.

The Tashkent Agreement and the Kashmir war, however, generated frustration among the people and resentment against President Ayub. Foreign Minister Zulfikar Ali Bhutto resigned his position and agitated against Ayub's dictatorship and the loss of Kashmir. Bhutto tried unsuccessfully to make amends, and in March 1969 he resigned. Instead of transferring power to the speaker of the National Assembly, as the constitution dictated, he handed it over to the commander in chief of the army, General Agha Muhammad Yahya Khan. Yahya assumed the presidential office and declared martial law.

### **Civil War**

In an attempt to make his martial-law regime more acceptable, Yahya dismissed almost 300 senior civil servants and identified 30 families that were said to control about half of Pakistan's gross national product. To curb their power Yahya issued an ordinance against monopolies and restrictive trade practices in 1970. He also made commitments to transfer power to civilian authorities, but in the process of making this shift, his intended reforms broke down.

The greatest challenge to Pakistan's unity, however, was presented by East Pakistan, led by Sheikh Mujibur Rahman, leader of the Awami League, who insisted on a federation under which East Pakistan would be virtually independent. He envisaged a federal government that would deal with defense and foreign affairs only; even the currencies would be different, although freely convertible. His program had great appeal for many East Pakistanis, and in the election of December 1970 called by Yahya, Mujib, as

he was generally called, won by a landslide in East Pakistan, capturing a clear majority in the National Assembly. Bhutto's Pakistan People's Party (PPP) emerged as the largest in West Pakistan.

Suspecting Mujib of secessionist politics, Yahya in March 1971 postponed indefinitely the convening of the National Assembly. Mujib in return accused Yahya of collusion with Bhutto and established a virtually independent government in East Pakistan. Yahya opened negotiations with Mujib in Dhaka in mid-March, but the effort soon failed. Mujib was arrested and brought to West Pakistan to be tried for treason. Meanwhile Pakistan's army went into action against Mujib's civilian followers, who demanded that East Pakistan become independent as the nation of Bangladesh.

There were a great many casualties during the ensuing military operations in East Pakistan, as the Pakistani army attacked the poorly armed population. India claimed that nearly 10 million Bengali refugees crossed its borders, and stories of West Pakistani atrocities abounded. The Awami League leaders took refuge in Calcutta and established a government in exile. India finally intervened on December 3, 1971, and the Pakistani army surrendered 13 days later. On December 20, Yahya relinquished power to Bhutto, and in January 1972 Bangladesh established an independent government. When the Commonwealth of Nations admitted Bangladesh later that year, Pakistan withdrew its membership, not to return until 1989. However, the Bhutto government gave diplomatic recognition to Bangladesh in 1974.

### **The Bhutto Government**

Under Bhutto's leadership a diminished Pakistan began to rearrange its national life. Bhutto nationalized the basic industries, insurance companies, domestically owned banks, and schools and colleges. He also instituted land reforms that benefited tenants and middle-class farmers. He removed the armed forces from the process of decision making, but to placate the generals he allocated about 6 percent of the gross national product to defense. In 1973 the National Assembly adopted the country's fifth constitution. Bhutto became prime minister, and Fazal Elahi Chaudry replaced him as president.

Although discontented, the military remained silent for some time. Bhutto's nationalization programs and land reforms further earned him the enmity of the entrepreneurial and capitalist class, and the religious elements saw in his socialism an enemy of Islam. His decisive flaw, however, was his inability to deal constructively with the opposition. His rule grew heavy-handed. In general elections in March 1977 nine opposition parties united in the Pakistan National Alliance (PNA) to run against Bhutto's PPP. Losing in three of the four provinces, the PNA alleged that Bhutto had rigged the vote. The PNA boycotted the provincial elections a few days later and organized demonstrations throughout the country that lasted for six weeks.

### **Zia Regime**

When the situation seemed to be deadlocked, the army chief of staff, General Muhammad Zia Ul-Haq, staged a coup on July 5, 1977, and

imposed another martial-law regime. Bhutto was tried for political murder and found guilty; he was hanged on April 4, 1979.

Zia formally assumed the presidency in 1978 and established the *Sharia* (Islamic law) as the law of the land. The constitution of 1973 was amended accordingly in 1979, and benches were constituted at the courts to exercise Islamic judicial review. Interest-free banking was initiated, and maximum penalties were provided for adultery, defamation, theft, and consumption of alcohol.

On March 24, 1981, Zia issued an order for a provisional constitution, operative until the lifting of martial law in the future. It envisaged the appointment of two vice presidents and allowed political parties approved by the election commission before September 30, 1979 to function. All other parties, including the PPP, now led by Bhutto's widow and daughter, were dissolved.

Pakistan was greatly affected by the Soviet intervention in Afghanistan in December 1979; by 1984 some 3 million Afghan refugees were living along Pakistan's border with Afghanistan, supported by the government and by international relief agencies. In September 1981 Zia accepted a six-year economic and military aid package (worth \$3.2 billion) from the United States. After a referendum in December 1984 endorsed Zia's Islamic-law policies and the extension of his presidency until 1990, Zia permitted elections for parliament in February 1985. A civilian cabinet took office in April, and martial law ended in December. Zia was dissatisfied, however, and in May 1988 he dissolved the government and ordered new elections. Three months later he was killed in an airplane crash, and a caretaker regime took power.

### **Recent Developments**

A civil servant, Ghulam Ishaq Khan, was appointed president, and Benazir Bhutto became prime minister after her PPP won the general elections in November 1988. She was the first woman to head a modern Islamic state. In August 1990 President Ishaq Khan dismissed her government, charging misconduct, and declared a state of emergency. Bhutto and the PPP lost the October elections after she was arrested for corruption and abuse of power. The new prime minister, Nawaz Sharif, head of the Islamic Democratic Alliance, introduced a program of privatizing state enterprises and encouraging foreign investment. He also promised to bring the country back to Islamic law and to ease continuing tensions with India over Kashmir. The charges against Bhutto were resolved, and she returned to lead the opposition.

In April 1993 Ishaq Khan once again used his presidential power, this time to dismiss Sharif and to dissolve parliament. However, Sharif appealed to the Supreme Court of Pakistan, and in May the court stated that Khan's actions were unconstitutional, and the court reinstated Sharif as prime minister. Sharif and Khan subsequently became embroiled in a power struggle that paralyzed the Pakistani government. In an agreement designed to end the stalemate, Sharif and Khan resigned together in July 1993, and

elections were held in October of that year. Bhutto's PPP won a plurality in the parliamentary elections, and Bhutto was again named prime minister.

During the early and mid-1990s, relations between India and Pakistan became more tense. Diplomatic talks between the two countries broke down in January 1994 over the disputed Jammu and Kashmir territory. In February Bhutto organized a nationwide strike to show support for the militant Muslim rebels in Indian Kashmir involved in sporadic fighting against the Indian army. She also announced that Pakistan would continue with its nuclear weapons development program, raising concerns that a nuclear arms race could start between Pakistan and India, which has had nuclear weapons since the 1970s. In March Pakistan closed its consulate in Bombay, India. Pakistan ordered the Indian consulate in Karachi closed in December, and India responded by ordering Pakistan to withdraw 15 diplomatic personnel from New Delhi, India. In January 1995 India rejected Pakistan's preconditions for the resumption of bilateral talks, which included a reduction in the number of Indian troops stationed in Kashmir. In January 1996, despite some controversy, the United States lifted economic and some military sanctions imposed against Pakistan since 1990. The sanctions, originally created to protest Pakistan's nuclear weapons program, were lifted in order to allow U.S. companies to fulfill contracts with Pakistan and to help foster diplomatic relations between the two countries. Pakistan was beset by domestic unrest in the mid-1990s. Violence between rival political, religious, and ethnic groups erupted frequently within Sind Province, particularly in Karachi. More than 650 people were killed in 1994 as a result of the violence. Killings continued into 1995 and included the murder of two U.S. diplomats in March, the first violent incident directed at Westerners.<sup>7</sup>

**Himalayas**, also Himalaya (Sanskrit for "abode of snow"), mountain system in Asia, comprising a series of parallel and converging ranges and forming the highest mountain region in the world. More than 30 peaks of the Himalayas rise to heights of 7620 m (25,000 ft) or more, and one of these, Mount Everest (8848 m/29,028 ft), is the world's highest mountain. The vast Himalayan complex covers an area of about 594,400 sq km (about 229,500 sq mi) and extends in an arc of about 2410 km (about 1500 mi). It stretches from the Indus River in northern Pakistan eastward across the disputed territory of Jammu and Kashmir; down into northern India; across part of southern Tibet (an autonomous region of China); and over most of Nepal, the Indian state of Sikkim, and Bhutan.

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<sup>7</sup>"Pakistan," *Microsoft® Encarta® 97 Encyclopedia*. © 1993-1996 Microsoft Corporation. All rights reserved.



## **Geologic Formation and Structure**

During the Paleozoic and Mesozoic eras (65 million to 570 million years ago) the area that is now the Himalayas occupied the floor of the ancient Tethys Sea on the northern part of the Indian Plate of the earth's crust. The mountains were formed as the Indian Plate, moving north, pressed against the stationary Asian landmass (see Plate Tectonics). The principal uplift occurred during the middle or late Tertiary period (12 million to 65 million years ago). The ranges of the Himalayan system developed from north to south in a series of stages. Even today the system has not reached a state of equilibrium, and earthquakes are frequent.

The Himalayas consists primarily of metamorphic rocks; extensive areas of igneous rocks are in the south. Paleozoic and Mesozoic marine sediments are found in several regions.

## **Topography**

The Himalayas can be divided into four parallel, longitudinal mountain belts of varying widths. From south to north these belts are the Outer Himalayas, or Sub-Himalayas; the Lesser Himalayas; the Great Himalayas; and the Tethys, or Tibetan Himalayas. The Outer Himalayas comprises the Siwalik Range, which rises steeply from the northern Indian plains and descends gently to flat-floored basins. To the north is the Lesser Himalayas, where the mountains rise to 4572 m (15,000 ft) and the valleys lie at elevations of 914 m (3000 ft). The Great Himalayas, which forms the backbone of the Himalayan system, contains the main ranges and highest peaks and rises above the snow line to an average elevation of about 6100 m (about 20,000 ft). The maximum height of these mountains is in Nepal, where 9 of the world's 14 highest peaks are found. Among these are Kanchenjunga, Dhaulagiri, and Annapurna. To the north are the more complex Tibetan ranges and plateaus.

The passes in the Himalayas, which often lie along or across glaciers, are the highest in the world, with an average height of about 3050 m (about 10,000 ft). All passes above about 4880 m (about 16,000 ft) are closed by snow from November to May.

## **Rivers, Lakes, and Glaciers**

The Himalayas is drained by several major Asian rivers, including the Brahmaputra, Indus, and the Sutlej, as well as by many of their important tributaries. The headwaters of the Ganges River are also in the Himalayas. Numerous small glacial lakes are found at the heads of gorges, but the largest lakes lie at comparatively low elevations. Above the snow line, in all parts of the Himalayan system, small glaciers are found. Several glaciers are as much as 48 km (30 mi) long; the majority, however, are less than half that size.

## **Climate**

Three seasons are generally recognizable in the Himalayas: a cold period from October to February, a hot period from March to June, and the southwestern monsoon season with heavy rains (particularly in the east) from June to September. The high main range of the Himalayas forms a

vast screen that intercepts and condenses nearly all moisture carried by the monsoons. This moisture is deposited on the southern face of the mountains, which have a heavy annual rainfall; the northern slopes are semiarid or arid.

The elevation of the Himalayas also affects its temperature range. The climate on the southern side varies from subtropical at the base and valleys, through temperate at elevations of about 2130 m (about 7000 ft), to alpine, or tundra, at 3660 m (12,000 ft). The line of permanent snow lies at about 5030 m (about 16,500 ft). Strong winds prevail throughout in the high-elevation areas.

### **Vegetation and Animal Life**

Vegetation is generally more lush in the east, where rainfall is heaviest. At elevations up to 610 m (2000 ft), a zone of grass is found in the west, and a dense, swampy subtropical forest known as the Tarai is found in the east. At higher elevations is a monsoon forest in which sal, a close-grained hardwood, is the most characteristic tree. Evergreen oak and rhododendron predominate at 1524 to 2743 m (5000 to 9000 ft); the deodar cedar is also found here. Above this level, to an elevation of about 3658 m (12,000 ft) are coniferous forests, and at higher elevations, extending to the snowline, lies an alpine zone of low shrubs and grasses. During the second half of the 20th century, many regions of the Lesser Himalayas have been deforested for firewood and to make room for agricultural development, resulting in severe erosion. In the Lesser Himalayas, only in Bhutan and parts of India are large regions still heavily forested.

Elephant, buffalo, and rhinoceros are restricted to certain areas of the forested Tarai. The Himalayan black bear, the clouded leopard, the langur monkey, and the goat antelope are widespread in the higher Himalayan forests. Above the tree line, the snow leopard, the brown bear, the red panda, and the Tibetan yak can occasionally be seen. The yak has been domesticated and is used as a beast of burden. Bird life is particularly rich in the eastern regions.

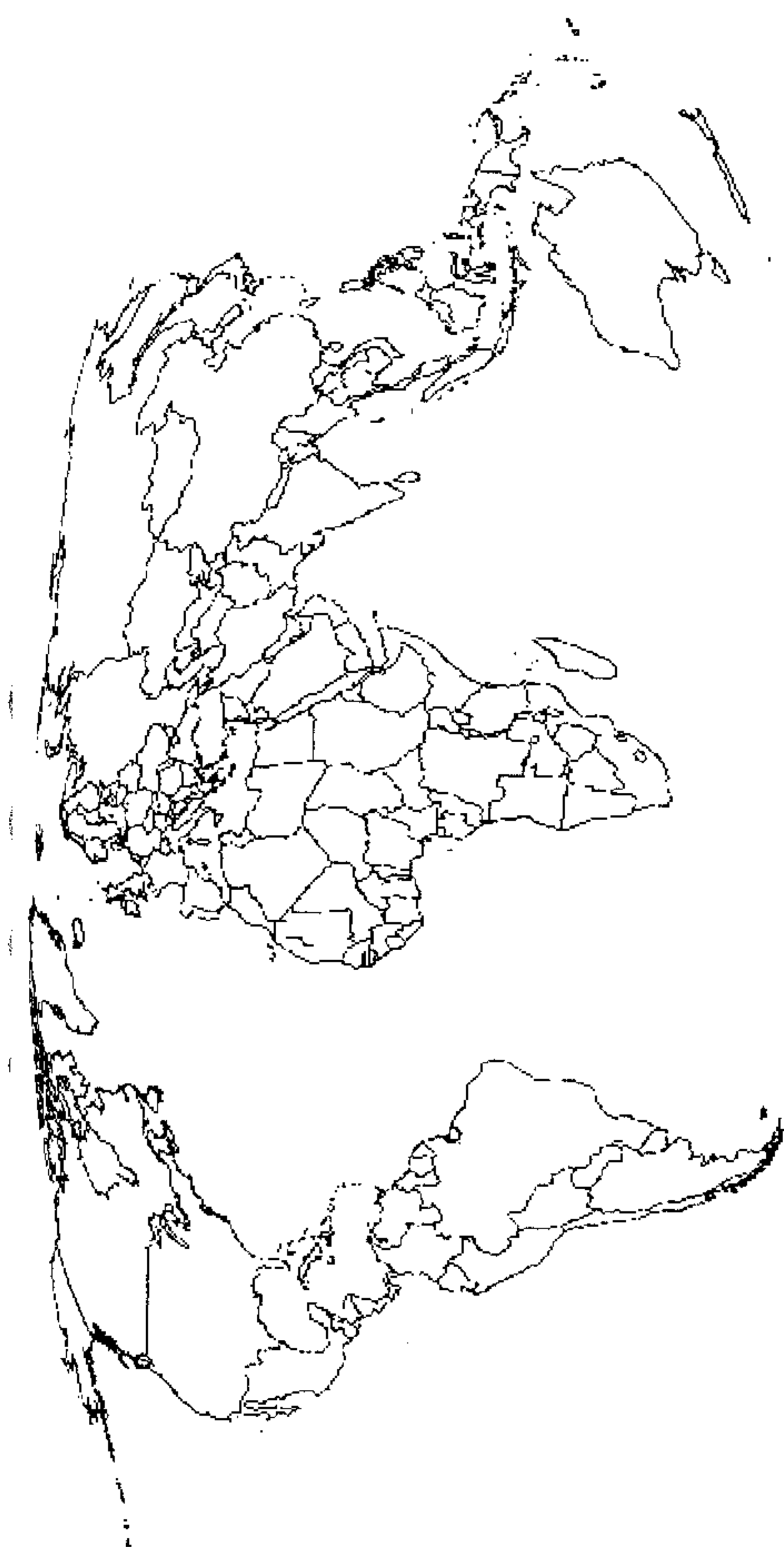
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Rodman E. Snead<sup>8</sup>

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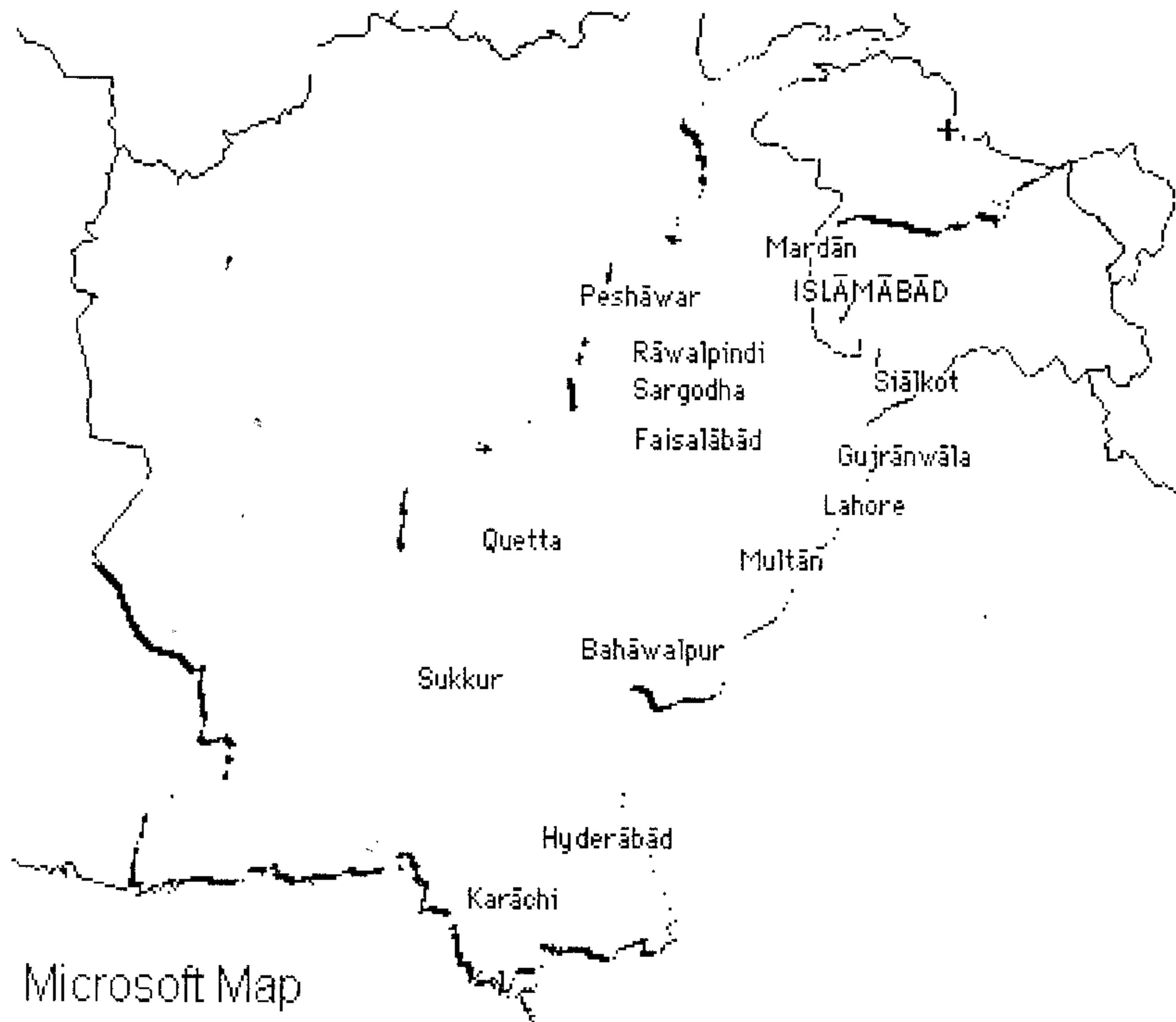
<sup>8</sup>"Himalayas," *Microsoft® Encarta® 97 Encyclopedia*. © 1993-1996 Microsoft Corporation. All rights reserved.



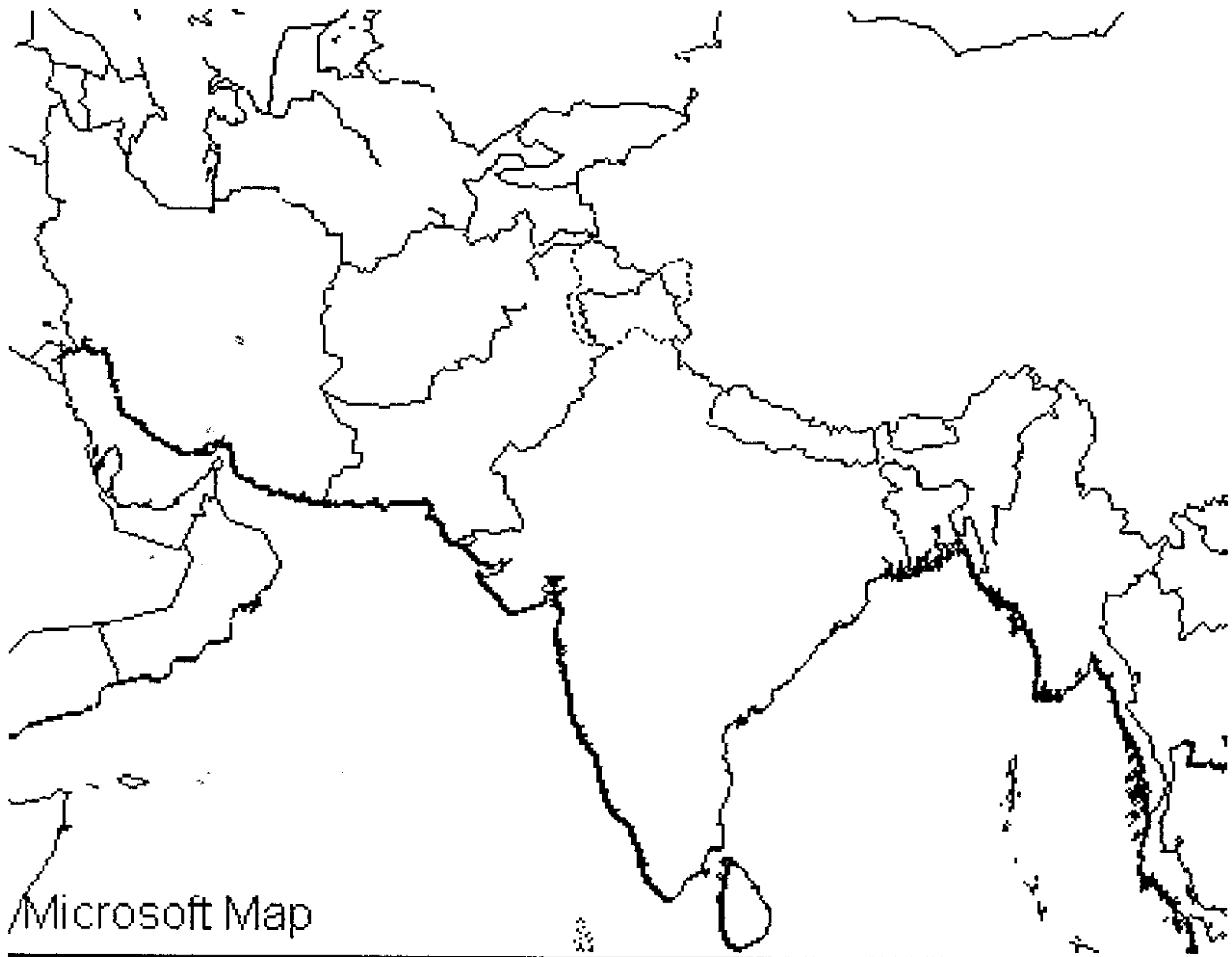




# Map Of Pakistan

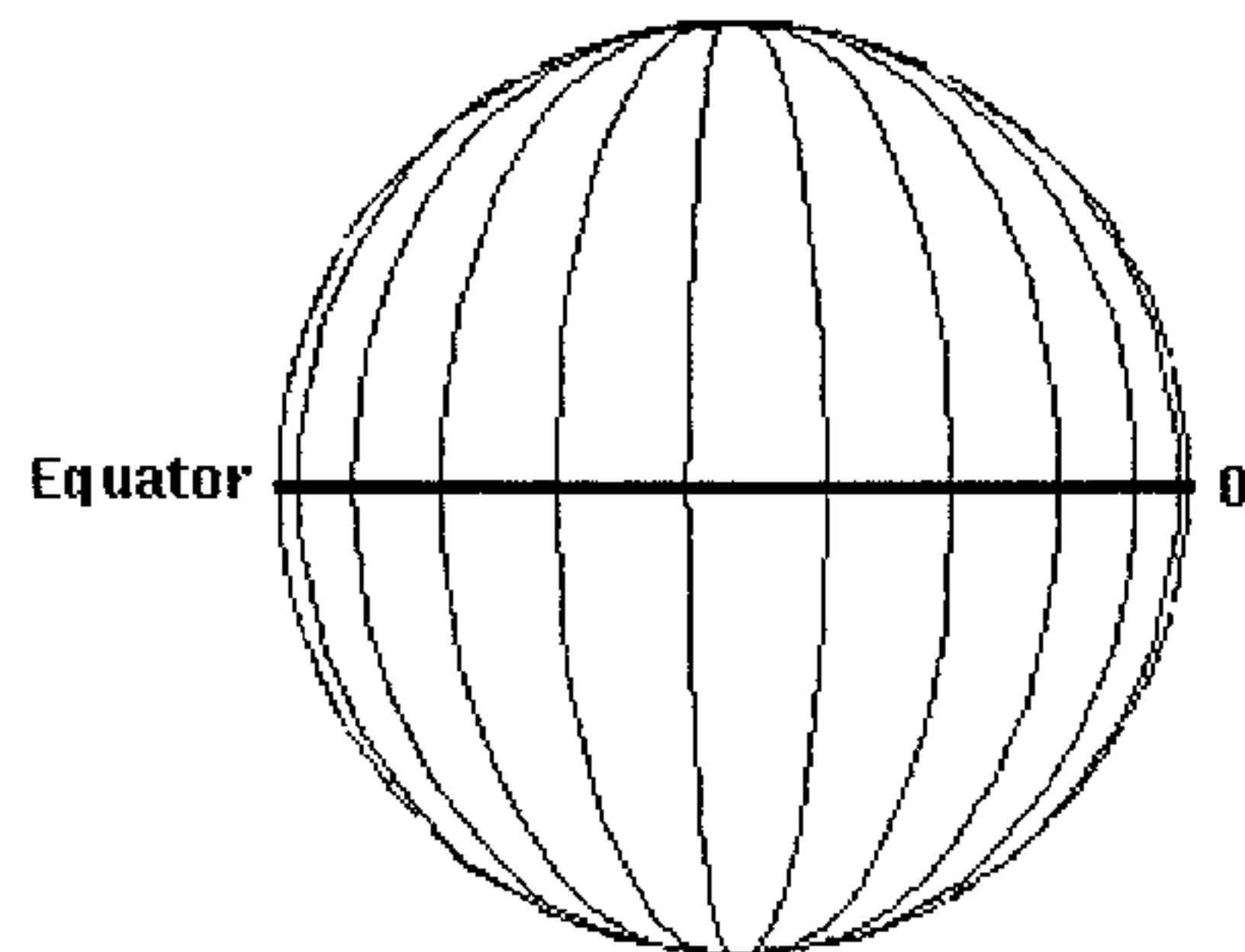


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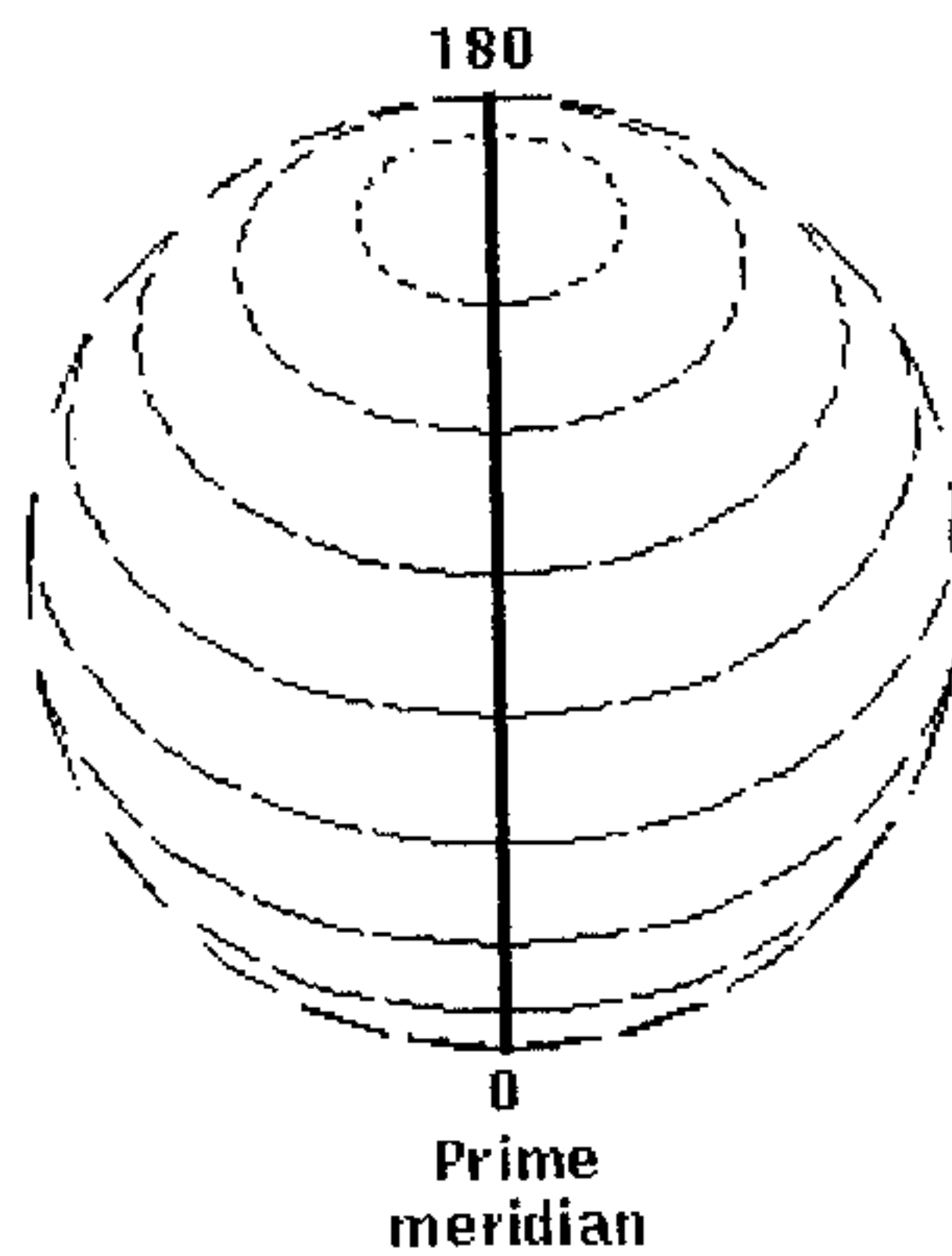
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Latitude



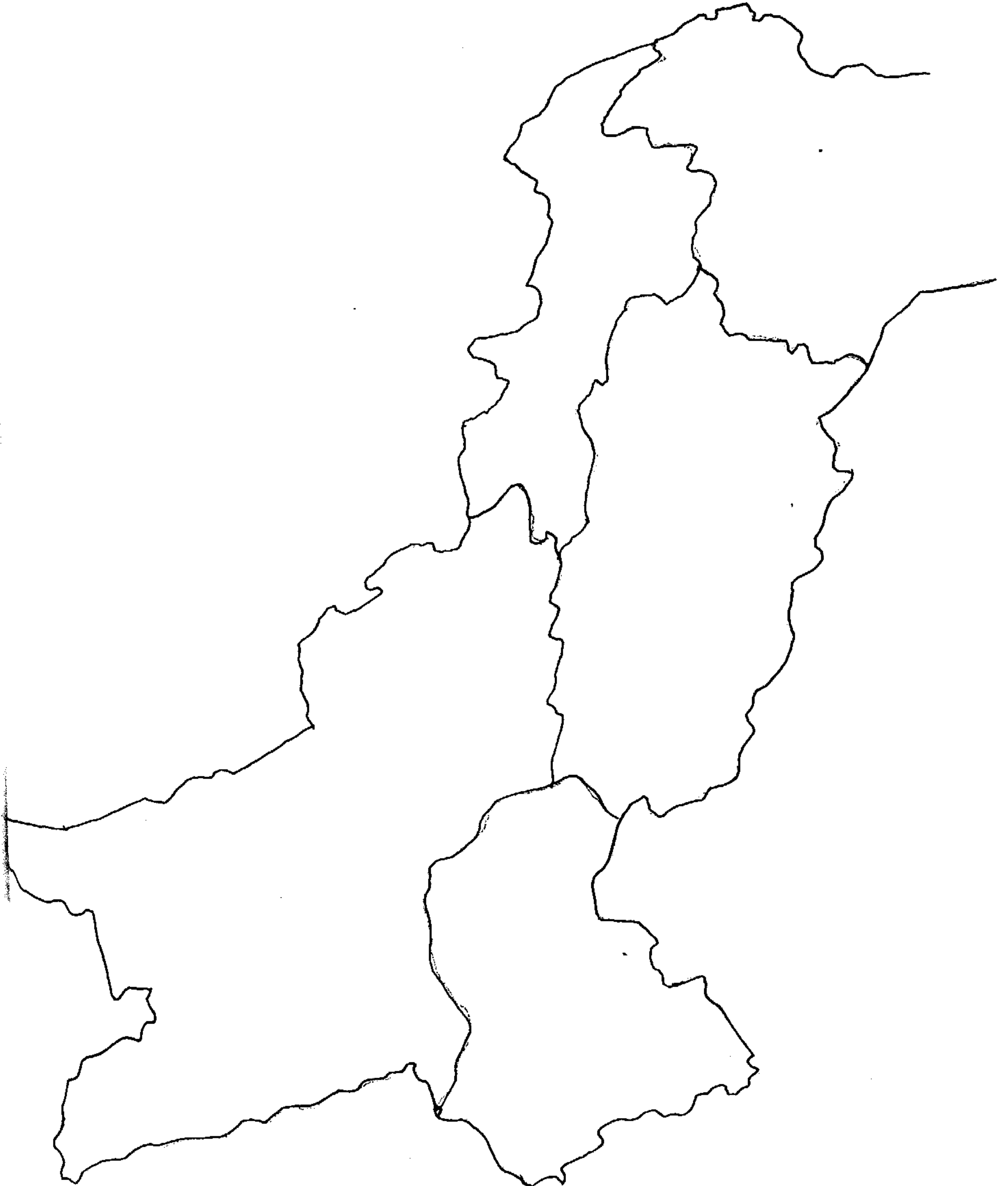
Microsoft Illustration

Longitude





# Map of Pakistan



# Map of South Asia

